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ABSTRACT

This document contains six case studies of Chinese adult education: (1) China's Adult Education at Present and in Prospect (Mingchuan and Zhongdan); (2) Aging Issue and Education for the Aged in China (Mingchuan and Zhongdan); (3) Adult Education in Beijing Municipality (Youren); (4) A University without Campus: Introduction to China's Higher Education Examination System for Self-Study (Jun); (5) A Survey of Beijing's Workers University Graduates (Yongqian); and (6) Postsecondary Education in China: Present State and Trends (Mingchuan). The first paper covers the development of Chinese adult education, the numbers served by various programs, progress made, problems, and future plans. The second paper describes the aged population of China; the programs, reading groups, and journals for them; methods of instruction, including those promoting social and psychological health; and some problems. The third paper describes the population of Beijing and the adult education system that serves it, including the Beijing Adult Education Society and the Beijing Research Institute of Adult Education; and the ongoing reforms that have taken place since 1987. The fourth paper describes the nature, goals, participants, management, quality control, and future development of China's higher education examination system for professional self-study. The fifth paper describes the results of a survey of 1978-1982 graduates of 12 worker's universities. The sixth paper describes the history, characteristics, functions, problems, and future outlook of China's system of postsecondary education. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

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ED311164

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: CHINA

AUGUST 1989

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Guidelines for Contributors

August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

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2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

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*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
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*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

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4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

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45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
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2O/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24A/1-11	Citizen	ITALY	Public and Library: A Plan for the Education of Adults	Paolo Federighi . .
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
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2E/1-12	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
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29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

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22C/1-16	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
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2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

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*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
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22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
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5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

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15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
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*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
36B/1-21	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
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2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

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*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
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*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
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21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
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*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

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41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
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2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

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13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4	Other	FINLAND	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
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*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
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24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
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24E/1-10	Other	ITALY	Adult Education in Bologna	Mario Ricci
29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
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42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

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*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
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6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
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*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

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*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
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22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
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*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
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15F/1-15	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
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29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
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29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

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*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
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29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

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2. Check whether this case is based on

   (✓) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   CHINESE ADULT EDUCATION -- AT PRESENT AND IN PROSPECT

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc).

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   STATE EDUCATION COMMISSION

6. Basic characteristics of service area

   A. 9.6 million square kilometers geographic size (such as square miles or kilometers)

   B. 5 hundred million population (number of people living in area)

   C. both urban/rural (density of population)

   D. China worldwide

7. Year(s) covered by the case description 1980-1990

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CHINA'S ADULT EDUCATION

AT PRESENT AND IN PROSPECT

By Dong Mingchuan & Zhu Zhongdan

Adult education is a very important part in China's modern economic development and scientific and technical progress, and is a guarantee in building civilization--this is the conclusion drawn by the National Conference on Adult Education in China which has been approved by the State Council and co-organized by the State Education Commission, the State Planning Commission, the State Economy Commission, Ministry of Labour and Personnel, the Organization Department of the Central Committee of the Communist Party of China and the Nation Workers' Educational Committee.

There are four major components in Chinese education, including: primary and secondary education, vocational and technical education, regular higher education and adult education, the former three are responsible for preparing future labour forces while the last one- adult education- is in charge of educating the current labour forces who are engaged in various trades.

In China, there are more than 500 million people regarded as targets of adult education, including more than 100 million workers, about 26 million administrative personnel and technicians, about 400 million rural residents under 45 years old, of the latter more than 300 million are farmers and about 70 million are workers in township enterprises. The basic objective for adult education is to improve the quality of the present labour forces.

I

China's adult education has seen remarkable progress during the period of its Sixth Five-Year-Plan (1981-1985):

I) Peasant education. During the period of 1981-1985, 15 million young and middle-aged peasants learned how to read and write. Anti-illiteracy campaign began in the 1950's after the founding of new China. It was suspended during the 10 years of domestic turmoil (1966-1976). The movement was restored in 1978, when an Instruction on Anti-illiteracy was stipulated by the State Council. 150 million

adults learned how to read and write from 1949 to 1986. At present, 1,418 counties, accounting for 60%of the total in the country, are recognized as having basically eliminated illiteracy.

Along with the Anti-illiteracy campaign in China's countryside, continuing education is given to those who have just become literate. Spare-time primary and secondary schools provide all sorts of training and short-term programs which provide such technical training as chicken-raising, rice or mushroom-cultivating are quite popular in the rural areas.

According to 1985's statistics from the State Education Commission, there are 3,500 rural technical schools, secondary vocational schools and other training schools run by provincial and county educational and agricultural departments. According to statistics from 22 provinces in 1985, there were 17,000 technical schools, adult education centers and adult schools run by township. 50% villages have set up spare-time schools. The enrollment has been increasing year by year. 45 million young and middle-aged peasants received schooling in 1985, as three times that figure in 1981. More than 100 million peasants took part in cultural activities from 1980 to 1985. Adult education in the rural areas has played an extremely important role in knowledge learning and provided the main access to better quality for the labour force in the countryside.

The following points indicate the main features of China's adult education in the rural area:

1) The integrated development of moral education, basic education and technical education. Moral education spreads knowledge on current affairs, State policies and law. Some primary schools and junior secondary schools have been set up to give continuing education to those who had known more than 500 words, which is the main task of basic education. Technical training, such as fragrent mushroom cultivating, is highly welcomed and quick results can be acquired in a short time.

2) Agricultural and scientific departments are more and more interested in running schools.

3) Various departments in education, agriculture, civil administration, science, foreign trade, public health, Youth League, Women's Federation and so on are united in school-running. Some are co-sponsored by two counties or two townships. Some training programs are jointly run either by county and township or by township and household. Many full-time

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primary and middle schools open special classes for local farmers.

4) Rural schools are run at the three levels of county, township and village. County-run secondary vocational schools train both key technical personnels and teachers for township-run schools, while township-run schools train junior technicians and villages organize seasonal training programs and basic education as anti-illiteracy activities.

5) Catering to the needs, the schools open classes in: agriculture, forestry, animal husbandry, side production and fishery; industry, commerce, construction, transportation and service trade; culture, law, education, art and administration. Most of the teaching is undertaken on a short-term and part-time basis.

II) Workers' education. During 1981-1985, 30 million workers under the age of 40 received continuation courses providing basic and technical education, which the workers missed during the ten-year-chaos.10 million workers attended the training classes for more than 100 hours a year.

The further training for skilled workers is developing. Shanghai, the largest city of China, started the work in 1984. Some 40,000 skilled workers completed their training by the end of 1985. Now there are 50,000 being trained.

In China's capital Beijing, 20,000 people are taking their training courses at this level, among whom, 6,000 have got their certificates issued by Adult Education Bureau and Labour Bureau of Beijing.

A technical contest for skilled workers was held in Beijing in 1986 to promote adult education. 100,000 people took active part in the contest which included more than 70 subjects.

The veteran workers' training is going on at experimental stage. More than 160 persons have got their certificates for advanced skills.

In recent years, approved by the State Council, the System of promoting workers to technicians has been restored. The implementation of the system has given incentive to the workers in studying technology related to their work.

For instance, China's Second Automobile Complex in Hubei province, one of China's major enterprises, has 47,000 workers. That complex has made it a rule that:Any worker who is able to solve certain comprehensive technical problems in his or her field with his or her

knowledge, experience and skill will be promoted to technicians. Since college diploma is no longer the only requirement for the title of technician, now more and more workers in that complex are improving themselves through work and training to get promotion.

In the past two years, the complex has promoted 559 technicians who have passed 4 examinations, accounting for 1.18 of the total number of the workers.

III) Administrators and managers' education. In the five years from 1981 to 1985, 5,560,000 administrators and managers have received their schooling in various schools.

There are 7,000 administrator schools at different levels with more than 50,000 full-time teachers; 2,700 Party schools at various levels with more than 30,000 teachers; more than 800 institutes and 1,000 secondary technical schools are responsible for administrators' training; as well as numerous broadcasting, TV, correspendence schools and centers providing part-time schooling. There were 3 million enrolled in 1985.

According to statistics from 28 provinces in 1985, there were 490,000 administrators and managers receiving their certificates equivalent to college diploma; 290,000 equivalent to secondary technical schools; 890,000 equivalent to middle schools, from 1979 to 1985.

According to the statistics from the State Economy Commission in 1986, 104,000 people in the country have passed State qualification examination for manager, director and chief engineer in the large and medium-sized enterprises. By now, the State Economy Commission is responsible for sponsoring 92 institutions and 9 training centers for its administrators and managers.

Post-college education is still in the initial stage. More than one million technicians have received various continuing education.

IV) Adjustment of the structure of personnel. During the period of 1981-1985, there were 900,000 persons having received college diplomas through adult education, accounting for 51.4% of those graduates from the regular college; while 1,420,000 received secondary technical diplomas, 63.6% of the figure from regular technical schools. Adult educational institutions have provided the urgently needed professionals to the medium and small-sized enterprises.

Since adult education provides more 2-year college graduates, the proportion between the four-year college graduate and two-year college graduates has been adjusted from 1 : 1.16 in 1980 to 1 : 2.05 in 1985. Thus the structure of personnel can be in a more proper ration in terms of needs.

V) Schools run by society. In Article 19 of the Constitution of the People's Republic of China, it is clearly stipulated:"The State encourage the collective economic organization, State-owned enterprises and undertakings and other social forces to set up educational institutions of various types in accordance with the law."

The term of "social forces" refers to:democratic Parties, social organizations, collectively-owned enterprises, academic groups as well as individuals.

In recent years, various schools of different types providing basic education, advanced study and vocational training have been sponsored by social forces. 1,103 such schools have been set up in the following 8 cities:Chongqin, Guangzhou, Nanjing, Xi'an, Wuxi, Quilin, Liuzhou and Shenshen, enrolling more than 700,000 trainees.

Temporary Measures for the Setting-up of Educational Institutions by Social Forces was promulgated by the Municipal Government of Beijing in 1984. By the end of May, 1986, 17 such educational institutions had been set up. The schools recruit local residents at their own expense. (While most students involved in adult education are paid by State or work unit.) Those non-resident students study in their spare time. Among the 17 schools, one is sponsored by a democratic Party, 10 are set up by various organizations, 6 are run by individuals. 106 courses are provided with total enrollments of 10,200.

Some 27 correspondence schools sponsored by social forces in Beijing provide 70 courses, with enrollment of 1,200,000 from all parts of the country.

Education for the elderly is developing rapidly. The first educational institution for the elderly--Shandong Red Cross University for the Aged was set up in September, 1983 which is a happy massage for the senior citizens in China. 73 Universities and schools for the aged were set up with an enrollment of more than 30,000 by the end of 1985. They provide all sorts of courses, such as philosophy,

Gerontological psycology, Ethics, Sociology, Preventive Medical Care, Physical Cultural for the Elderly, Children's Education, Calligraphy, Painting, Writing, Music, Drama, Flowers and Plants and Culinary Art, etc. Those universities for the aged with flexible forms and colorful activities are popular among the elderly and gaining recognition by the society and support by the governments.

By July, 1986, the first annual session of Coordination Meeting of universities for the aged was held in Harbin, Heilongjiang province, The Meeting made a decision to strengthen the contact, co-sponsor various contests on painting, calligraphy, and topical essays and exchange teaching material and information. It was unanimously approved that next annual session would be hosted by Jinling University for the Aged of Nanjing in the autumn of 1987. Now preparation are being made for the setting up of the Association of Education for the Aged.

VI) Achievements. During the period of 1980-1985, China's adult education had considerably taken shape. According to statistics from the State Education Commission in 1985, the total enrollment of enterprise employees were 27,500,000, accounting for 30% of the total. 45,000,000 peasants took various courses, 11% of the total.

The following tables illustrate the basic situation of Chinese adult education , from which comparason may be made of adult education with regular education.

Table (1) Basic Statistics of Educational Institutions for Adults by Level & Type in 1985

Table (2) Basic Statistics of Regular Educational Institutions by Level & Type in 1985

Basic Statistics of Educational Institutions

for Adult by Level & Type 1985

	Number of Institutions	Number of (in ten thousand) Graduates	Entrants	Enrollments	Staff & Teachers total	of which Teachers
Higher Institutions for Adult	1,216	34.71	78.78	172.50	14.34	6.93
Broadcasting & TV Universities	21	16.52	27.31	67.36	2.48	1.12
Universities for Satff & Workers	863	5.32	11.67	26.02	6.08	3.01
Universities for Peasants	4	0.03	0.03	0.09	0.02	0.01
Institutes for Administrators	102	0.34	2.75	4.03	1.91	0.71
Independent Correspondence Colleges	2	0.12	0.72	0.99	0.02	0.01
Educational Colleges	216	6.11	12.77	24.71	3.83	2.07
1.		5.05	17.20	36.46		
2.		1.22	6.33	12.84		
Schools of Secondary Adult Education	49,322	284.27	413.53	546.96	25.94	14.70
Secondary Specialized Schools for Adults	4,189	17.13	68.90	134.68	13.00	6.47
Secondary Schools for Adults	45,133	267.14	344.63	412.28	12.94	3.23
Primary Schools for Adults	278,450	493.82	532.18	833.81	11.29	7.27
including: Literacy Classes		351.67	326.14	518.98	6.58	4.26

1. Correspondence Departments run by Regular Institutions of Higher Education

2. Evening Schools run by Regular Institutions of Higher Education

Basic Statistics of Regular Educational Institutions by Level & Type 1985

	Number of Institutions	Graduates (in ten thousand)	Entrants (in ten thousand)	Enrollment (in ten thousand)	Staff & Teachers (in ten thousand)	of which: Teachers (in ten thousand)
Colleges & Universities	1,016	33.03	66.07	177.86	87.06	34.43
Secondary Schools	108,494	1302.00	1825.70	5167.46	439.45	305.65
1. Specialized Secondary Schools	3,575	42.87	66.83	157.11	40.32	17.40
Secondary Technical Schools	2,529	26.16	45.36	101.29	31.31	12.80
Secondary Teacher Training Schools	1,028	16.71	21.47	55.82	9.01	4.60
2. Regular Middle Schools	93,221	1194.92	1606.91	4705.96	355.69	265.16
Senior Middle Schools	17,318	196.60	257.51	741.13		49.17
Junior Middle Schools	75,903	998.32	1349.40	3964.83		215.99
3. Agricultural & Vocational Schools	8,070	41.32	116.10	229.57	21.59	14.07
Primary Schools	832,309	1999.87	2298.17	13370.18	602.10	537.68
Kindergartens	172,262			1479.69	79.80	54.99

In 1986, the State Council decided to open a special frequency channel in television, making use of man-made communications satellite, to develop adult education. Now there are 2,000 ground stations receiving the educational programs.

Moreover, in May, 1983, the State Council approved the establishment of the National Examination Guidance Committee for Self-Taught Students of College Courses. The State Education Commission and the local Governments all set up the College Examination for Self-Taught Students Offices formulating general and specific policies and principles of the examination, and giving specific guidance accross the nation.

As a form of higher education, the self-study examination system is open to the whole society, benefitting different types of self-taught learners with its unique advantages. It has both stimulated adults to study and the social forces to run schools. Examinations have been held for over 60 specialities and 146 higher institutions have been entrusted to hold the examinations and grade the papers. Over 3,000,000 people all over the country applied for the equivalency examinations and over 1,500,000 of the trainees received single-course of two-year college qualification certificates while 44,000 were granted two-year college diplomas, having passed through 12-16 single-course examinations.

II

The reason why China has made considerable progress in adult education can be summed as follows:

1) After the downfall of the "gang of four" in 1976, especially after the Third Plenary Session of the 11th Central Committee of the Chinese Communist Party held in 1978, the Chinese government set the target of realization of four modernizations by the end of this century. This means that in the years ahead greater emphasis will be shifted to economic development and China has stepped into a new period.

The aim of economic development requires a contigent of qualified people. The old way of running schools can in no way meet the needs of the State either in quantity or in quality. The development of adult education is a mirror which reflects the need of four modernizations, and, of the workers, peasants, administrators and professionals themselves, who desire for self improvement.

2) The State requires that its administrators and manages at various levels

be revolutionary, younger, more knowledgeable and specialized. The demand arouses the enthusiasm of learning.

3) Thanks for the new responsibility system which contract land to each household, rural economy has made great progress. The peasants want to get rich, to get higher yield, to develop their township enterprises and, to improve management, all those needs science and technology. Thus, peasants crave education for themselves and their children. They want schools to be opened in their neighbourhood.

4) The State is further perfecting the socialist legal system and educating the public to comply with the law. Thus more and more adults see the necessity of learning law.

5) Complementing the traditional planned economy, the State is developing its socialist commodity economy. More and more adults are interested in studying economics and business administration, trying to master the law of economic development.

6) Open-door policy has been promoting more people to study advanced science, technology and management in the world. So, modern science, advanced technology, computer and foreign languages are among the most popular subjects in the field of adult education.

7) The State aims to enrich people's spiritual life so that cultural activities of all forms are developing all over the country.

8) In order to encourage and support adult education, the State has stipulated specific policies along the following lines:

Expenses for workers education are financed by the enterprise at the rate of 1.5 percent of its total payroll, and are listed directly under production costs, while those for staff members' education in an administrative unit or institution may amount to 1.5 percent of the standard wages for staff members and are disbursed from the administrative and operating expenses;

Expenses for education in an enterprise can be disbursed at proper ration from its developing fund, the after-tax profits. The enterprises can use the savings of a lump-sum payment or keep aside a certain proportion of the profit for education.

The student who studies the courses which is concerning his or her work is granted certain amount of time from work and retains his or her regular wages.

Spare-time study is encouraged, the better learners may receive honorable mention or awards.

All students in higher adult institutions approved by the State are to be granted diplomas after they complete all the courses under the teaching program, pass the graduation exams according to stipulated procedures, and are qualified morally and physically. The State recognizes the diploma recipients' record of studies in regular and specialized courses and accord them wages under the same standards as those for graduates from regular and specialized courses in regular colleges.

All these aforementioned measures have vigorously promoted the development of adult education.

III

In spite of the fact that China's adult education is developing rapidly, there are yet some problems to be solved:

1) At its preliminery stage, human, material and financial resources are still lacking.

2) The importance of adult education has not been sufficiently recognized by the society. While the country implements economic reform and open-door policy, the need of adult education has been more or less underestimated. Some erroneous ideas that belittle adult education have still persisted.

3) In current adult education, there is a tendency of over-emphasizing credit and degree. Some people neglect profession-qualifying training, causing separation between working and learning.

4) In adult education, some programs and teaching methods are not suitable for grown-ups. Enough attention has not been paid as much to the training of practical ability, but, as to book knowledge. Besides, the teachers and educators for adult education require necessary special training.

5) There is too rigid a control over the school management. Some necessary supervision and service are not efficient, such as compiling of teaching materials, teachers' training, exchange of information, expanding of international coorperation and adult education research, etc.

6) The nation's personnel, wage and employment system are far from perfect. Currently, there is a tendency to neglect one's ability but place too much emphasis on degree which is often irrelevant to one's practical work.

Moreover, the traditional equalitarian practices still exist, such as the so-called everybody "eating from the same big pot", or everybody having an "iron rice bowl" -(meaning a secure job) have not been done away with in the course of the current economic reform. The competition among enterprises is weak. So there is a lack of motive and pressure for the staff and workers to improve their quality.

IV

The National Conference on Adult Education held in early December, 1986, is a milestone in the development of adult education. It marks a new stage in China's adult education. Looking ahead to China's future adult education, the following points are quite clear:

Firstly,its guiding principle is established.

To develop and at the same time reform adult education is the general principle. Adult education will actively address the multiple needs of economic and social development. Something at odds with the feature of adult should be readjusted. It's necessary to further coordinate the various institutions of adult education.

1) Emphasis should be put on results. The objective is to increase the vocational ability of the workers. Some basic principles, such as study for the purpose of application and teaching content according to requirement should be followed. More attention should be paid to job-qualifying training for workers, peasants and administrators, who would benefit directly and bring about economic and social results through adult education.

2) Mobilize all positive forces, especially the enterprises, to ensure successful adult education. Encouragement should be given to all the social organizations, public institutions, "democratic Parties" and individuals at all walks of life for the running of adult education.

In the rural areas, regular primary and middle schools, vocational schools as well as agricultural technicians, administrative personnels, specialized households and certain master crafts, etc, should be mobilized to play important roles in developing adult education. Millions of peasants need technical and vocational training. And training for new employees, who are former peasants, is also badly in need in the township enterprises.

3) In order to promote adult education, further reform will be implemented on the personnel, wage, and employment system. The general purpose of the reform enable the employees to work better and more adapted to the post through professional training. A system of job qualification certificate will be established. Some important professionals, such as doctors, teachers, lawyers, accountants and engineers should be employed after passing examinations to get the qualification certificate. The system of selecting and conferring technicians from skilled workers would be put in practice.

4) Spare-time self-study is encouraged. Better conditions should be created for spare-time learners by enterpaises and educational institutions. Credit system is to be introduced and schooling prolonged by flexible terms; educational leave with pay may be granted to those who are going to prepare for examinations; more advanced teaching facilities such as TV, recorder, video, etc,would be provided for adult learners.

5) Schooling can be in various forms. Flexible teaching can provide better opportunities for adults, such as the combination of long-term training with the short-term one, off-service training with in-service training, face-to-face teaching with distance education, including TV, broadcasting, recording, video-cassette and correspondence education.

TV universities and higher correspondence schools will enrol not only the working adults, but also high school graduates awaiting employment. At present, vocational and technical education at higher level are the main target.

Secondly, the mission of adult education in the modernization drive is clear:

1) Job-qualifying professional training is the focal point in adult education. That is to say, millions of workers, peasants, administrative staff, professionals as well as other employees should be trained after the regular education they received before work. The level of knowledge, professional skill and practical ability in their career would be raised through training. They would become qualified employees suited to their work.

Meanwhile, in the wave of the economic reform in urban and rural areas, some changes will take place in the proportion of industrial construction, labour and employment system, thus enabling a great number of people to change their jobs. It will require related training for their new work.

There is an estimate that in the period of the Seventh Five-Year-Plan (1986-1990), 2 or 3 million people would need training of this kind. To meet the need, the present number of training institutions should be doubled. In the rural areas, 120 million surplus labourers will be transferred to the township enterprises or service trade. This would constitute a heavy workload for career-qualifying training.

2) Making up for the missed basic education. Owing to the ten years of the so-called "cultural revolution", the country's school education was seriously damaged. Large numbers of employees hadn't even finished their junior middle schooling or necessary vocational training before employment. They need making up what they missed, which includes both basic and special education. At present, 300,000 workers haven't finished their junior middle schooling. The less-skilled workers stand about 60 percent of the total. The number of senior skilled workers are diminishing because of retirement.

In the rural areas, anti-illiteracy training and elementary schooling constitute the main point. At present, illiteracy-rate still remains 20 percent of the total number. Peasants who have got primary education is 50%.

So, the work of making-up for basic education can not be ignored both in cities and in the rural areas. Anti-illiteracy work in the country, especially for women, still has a long way to go.

3) Secondary and higher adult education (mainly 2-year college) is a kind formal schooling with credit recognized by the State. The Decree on Comulsory Education of People's Republic of China was approved by the standing committee of the National People's Congress in 1986. It stipulates that nine-year compulsory education will be put into practice in China. That is to say, most of the school-aged children have the obligation and right to receive primary and junior secondary education.

China is a developing country with large population. Regular colleges and universities and specialized secondary schools are still far from meeting the requirements of the development of the nation's economy. At present, only one third of junior middle school graduates can enter senior middle schools or secondary vocational schools; about one third or fourth senior middle school graduates can enter the regular colleges and universities. Every year, large number of graduates from junior or senior middle schools are unble to continue their education.

However it is only natural that the State requires more and more qualified personnels and has made policies to expand secondary and higher

education by means of TV schools, correspondence schools, night colleges, workers' colleges, workers' secondary vocational schools, peasants' secondary vocational schools, etc, which proves to be important channels to supplement the general education.

4) In order to refresh the knowledge of technicians and administrative staff who, in most cases, possessing college diplomas and professional titles,continuing education provides advanced courses for those key personnels. With the rapid development of the modern society and the new progress in science and technology, not only those who recieved less education need continuing education, those who graduated from higher educational institutions also require the refreshing programs. 5 million college students graduated from higher educatonal institutions from 1949 to 1985. In addition, there are numbers of technicians with above-middle level technical title. The total number of those who need post-college continuing education is 8-10 million.

5) Education on daily life. In order to live a scientific, meaningful and healthy life, people want more and more knowledge on daily life. Education on science, health, ethics and aesthetics are necessary.

University for the Aged is one of the good examples. According to the need and interest of the elderly, those universities provide various courses, such as painting, calligraphy, fishing, and flower cultivating. It is good for the health of the older people and beneficial to the whole society.

Thirdly, emphasis of the adult education will be laid on career-qualifying professional training.

The principle of training before employment will be carried out step by step to ensure the quality of workers. While after employment, employees also need continuing training in accordance with the new requirement of work.

The formulation of scientific norms and standards for certain jobs and professions is a basic work for the job-qualifying training, which will facilitate the modernized and scientific administration in China's labour and personnel system. Some experts and experienced practioners have been invited by relevant departments and local governments to establish job catalogue and standards for various professions, which will render adult education more practical and relevent.

Post certificate system will be implemented on those working in the professional and technical fields. Those who received training will

get their certificate after passing examinations successfully. For those at important posts, their certificates will be re-examed several years later.

The State has restored technician recruitment system which selects technicians from workers. This will mobilize the enthusiasm of workers in learning science and technology. Low-rank workers want to become middle-rank workers, then higher-rank workers. Some of the best ones may be promoted to technicians. Technicians enjoy the same social benefits as the engineers.

Fourthly, reform is carried out on adult educational institutions so that their multiple functions may be brought into full play and their educational results and quality be improved.

The present 1,216 adult higher educational institutions, of which evening schools and correspondence department run by regular institutions of higher education are not included, and 4,189 specialized secondary schools for adults will be reformed in the following manner:

1) Adult educational institutions will provide various services, not only for academic education but also for job-qualifying professional training , continuing education for college graduates and short-term refreshing courses, etc.

2) The co-operative projects both between adult and regular educational institutions and among adult educational institutions are developing. TV and Broadcasting universities, Correspondence college, Self-taught Exam, worker university and so on can accept one another's credit so that adult learners may choose the form of adult learning best suited to their convenience.

3) In order to improve teaching quality, it's necessary to reform teaching system with its content and methods and improve examination system to meet the specific needs of adult.

Fifthly, with the further development of China's economic reform and open-door policy, the post-college continuing education would become more popular and prosperous.

A system of qualification certificate will be established for higher level professionals on the basis of continuing education and professional training. In important professions related to people's welfare such as medicine, qualification certificate system will be implemented according to law and legislation.

Continuing education will be regarded as an important work for regular colleges and universities. Research institutes, large enterprises and social organizations will be in charge of continuing education, too.

Professional and practical training for the new college graduates will be carried on to expand what they have already learned and to make them better prepared for their new work. Just like the post-graduate education, professional and practical training and continuing education for college graduates are important ways to turn out higher level qualified personnels.

Sixthly, reform of administrative system for adult education.

1) Measures with a view to elimination excessive central government control over the institutions of education, strengthening the overall planning, and enlarging the power of local governments, institutions and enterprises will be put into action step by step.

2) Some work should be done by central governmental departments, such as making overall arrangements for the development of adult education, coordinating educational work of various departments, providing general plans and guidance for educational reform and monitoring the implementation of major principles and policies. At present, State Education Commission bears principal responsibility for adult education, guaranteeing the quality of degree education, avoiding the unchecked growth of the educational institutions and enrollment which transcend the growth rate of economy.

3) Mobilize and urge various departments and trades to support and associate with adult education. Some governmental departments play their roles in the field as following:

Ministry of Labour and Personnel is responsible for the training of employees; State Economy Commission takes in charge of the general education and job-qualifying professional training for the employees in the factory and enterprises; the Organization Department of the Central Committee of the Communist Party of China is for the Party leaders at various levels; Ministry of Agriculture,Animal Husbandry and Fishery is for the administrators and professionals in the rural areas; different departments and trades are for the different training and education in the concerning fields. The administration of the governmental departments are supposed to provide educational services, pay an appropriated sum of money, provide professional direction and experience exchange, etc.

-THE END-

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Face Sheet
World Perspective on Adult Education

JUN25 1987

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

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2. Check whether this case is based on

   (✓) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   Aging Issue and Education for the Aged in China

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). the elderly

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   State Education Commission

6. Basic characteristics of service area

   A. China geographic size (such as square miles or kilometers)

   B. 80 million population (number of people living in area)

   C. ✓ urban/✓ rural (density of population)

   D. China worldwide

7. Year(s) covered by the case description 1982 – 1986

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Aging Issue and Education for the Aged in China

by Dong Mingchuan & Zhu Zhongdan

I. Chinese Aging Situation and its Future Prospect.

The Census of 1982 shows:

1. Largest population of the aged in the world.

By the time of zero hour, July 1st, 1982, 76.63 million people (7.6 percent of the total national population) were over age 60. This figure represented 22 percent of the aged population in the world, and over 50 percent of the Asian population of the aged.

2. Unbalanced distribution.

Table (1)

Aged Population Distribution in China

(percent in unit)

percentage of the total national population	provinces and percentages		
over 10	Shanghai (11.51)		
8 - 9	Zhejiang (8.69)	Jiangshu (8.68)	Shandong (8.65)
	Beijing (8.56)	Tianjin (8.52)	Hebei Z(8.41)
	Henan (8.16)	Guangdong (8.12)	
7 - 8	Hubei (7.98)	Shanxi (7.44)	Hunan (7.73)
	Guangxi (7.66)	Shenxi (7.44)	Liangxi (7.26)
6 - 7	Yun'nan (6.95)	Fujian (6.93)	Guizhou (6.86)
	Anhui (6.79)	Jilin (6.31)	
5 - 6	Xinjiang (5.83)	Neimeng (Inner Mongolia) (5.80)	
	Ganshu (5.74)	Heilongjiang (5.74)	Ningxia (5.06)
below 5	Qinghai (4.53)		

We can see from what mentioned above that the percentage of the aged population ranged from the east part of China to the west; from the coastal areas to inland; from the urban areas to the rural areas. Shanghai, the largest industrial city in China, accounted for 11 percent of the city population of age 60 and above. While the rural areas, mostly the minorities, had the percentages below 6. The total population of minorities was 67,240,000, of which the 60-plus age group constituted 6.9 percent. Of the minorities population, the 100-plus age group constituted 1,510, or 0.033 percent. Of the Chinese nationality population, the figure was 2,341, or 0.003 percent.

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3. Stable marital status.

Marital status directly reflects some basic questions, such as economic condition, living style, and psychological factors and so on. It affects the elderly in their later life. Comparing with the western countries, the elderly in China live a stable life with stable marital status. Divorce is uncommon in traditional marriage, according to Research on Aging Issues, published by Chinese Foreign Translation Company:

Table (2)

Marital Status Comparison

State	year	spouse rate	bereft of one's spouse rate	divorce rate	(percent in unit) unmarriage rate
China	1982	54.1	43.6	0.9	1.4
W. Germany	1981	61.2	35.3	2.1	1.4
E. Germany	1978	50.2	40.0	4.7	5.1
France	1980	53.9	34.6	2.8	8.7
Canada	1980	61.4	28.0	1.9	8.7

The number of the elderly bereft of spouse was 35,089,000, making of 45.9% of the total aged population. The female were 40,929,000, of them 24,077 are bereft of husbands, reaching a percent of 58.8.

4. Low educational level

Table (3)

Education-Level Comparison

	college level	senior mid-school level	junior mid-school level	(percent in unit) primary school	illiterate rate
total population	0.6	6.63	17.75	35.40	31.87
aged population	0.29	0.77	3.06	16.37	79.4

The educational level of the elderly is far below that of the people in the whole country. The rate of illiterate and semi-illiterate was as high as 82 percent in the rural areas, while it was 63.6 percent in cities. Educational level for female is below that of male.

5. Trend of the aged population.

Table (4)

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The Aged Population in China

Year	the aged population	percentage in the total population (%)
1953 (first Census)	41,530,000	7.3
1964 (second Census)	42,350,000	6.1
1982 (third Census)	76,640,000	7.6
1985	82,690,000	8.2
1995 (estimate)	120,000,000	10.0
2000 (estimate)	130,000,000	11.0
2025 (estimate)	270,000,000	20.0
2040 (estimate)	340,000,000	25.0

II. Programs to aid the elderly.

According to the combining figures shown above, the aged of the population will become a big social problem. Thus, we must raise our productivity, laying a solid material foundation for the nation. We need to plan for social security and other services catering to the elderly. And we must be prepared to tackle the problems in the fields of society, economy and ideology causing by aging issue.

1. Firstly, populize the regulations on the aged stipulated in the Constitution.

The Chinese Constitution says: "Citizen has the right to be assisted for aging, illness or losing capability in work. State establish and develop social insurance system, welfare and relief, and public health services," "Adult sons and daughters are duty-bound to support and help their aged parents," and "Ill-treat the elderly is forbidden," etc. All those are guaranteed by laws and institutions. These articles should be widely recognized and carried out in the whole society.

2. Secondly, many programs have been set up to aid the old people.

The kernel of aging issue is to aid the old people in their later life. According to the Chinese characteristics, a combined style to aid the old people has been set up, that has mobilized three factors State, collective enterprises and families.

A. Retirement with pensions.

According to the retirement plan for government bodies and state-owned enterprises, as well as part of collective enterprises, all employees can retire with pensions. The pensions are 60-100% of monthly wages varying with the length of time worked. By 1984, there were 14,500,000 retired employees in China. The figure was 16,370,000 in 1985, making the percentage of over 10% of the total member. Pensions paid to them reached 14,560 million yuan, according to a report by Xinhua News Agency, May 11, 1986.

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Meanwhile, 660,000 rural dwellers over 60 are living on old-age pensions--a new system introduced on a trial basis. Every month, the aged receive 20 to 50 yuan under the pension system. In a country with a low level of consumption the money can assure the aged of a comparatively well-off life. With the development of rural economy, the living standard of peasants will be improved. Old-age pensions scheme will be expanded throughout the country.

B. Guaranteed welfare plan.

In urban areas as well as rural areas, there is a program under which childless senior citizens receive aid. If they choose, those who are unable to care for themselves may stay in one of the government or collective-run welfare institutions such as "old folks home." They are assured of five things--food, clothing, medical care, housing, and burial expenses.

C. Family support patterns.

The family remains the key institution in supporting the elderly. Most of the elderly, approximately eight out of ten, live with their children. That is important for services to strengthen and support this internal generation ties, which enables the old and young or family members to enjoy one another's company and to share experiences and stories. This is a long, standing tradition of China, that helps the elderly escape from loneliness and isolation in their twilight years. Respecting, loving and supporting the elderly has been a fine tradition in China and encouraged by the State. Sometimes, however, conflicts arises that result in occasional mistreatment of the elderly. To change such occurrences, local neighbourhood committees have been set up, that emphasize on the cultural and, more importantly on maintenance of a sense of respect for old people. This helps to keep a stable family life and a peaceful society.

As the productive forces grow, and particularly with the flourishing of rural economy, the living style of the aged expenditure beering by family will change, transferring to the society. This is the trend to support the aged. But by now, we can only remain it by the combined system, that is unified State, collective and family.

To meet the changing conditions that come with invigoration of domestic economy and opening to the outside world, our country is considering the establishment of a social security systems which fits in with Chinese realities. We will change the present labour insurance systems sponsored by government departments and enterprises into the insurance system given by the society. We will expand the existing retirement system and establish new social insurance systems. Meanwhile, we must still carry on our fine traditions of mutual help among family members, relatives, friends, and neighbours.

To protect the right of the aged people from being treated unlawfully, Chinese Act for the Aged is being made by some relevant departments.

3. Medical care.

Health and Longevity are regarded as basic needs by the elderly. Ministry of Public Health has set up a special department for aged people's health and recovery. Free medical treatment is offered to retirees. Many measures have been taken to help the elderly, such as when they go to see a doctor, they needn't wait in line; some "home wards" have been set up by any hospitals for people with chronic illnesses; establishing certain hospitals and clinics for geriatrics; so on and so forth. Co-operative medical services meet the needs of the elderly in rural areas. More than twenty geriatric and gerontological research institutes have been established to promote the research work in the new-rising and frontier disciplines.

4. Sports and recreation.

All-China Sports Association for the Aged was set up in 1983. Since then, many local associations have been mushroomed throughout the whole nation. Thousands of their members joined various sports team such as senior football team, tennis team, long-distance running team and so on. In Beijing, the elderly have a choice of 200 practice grounds in parks and gardens where volunteers teach Chinese shadow boxing or sword play each morning. It's the world of aged, full of vigor. You can see it everywhere in the early morning. Senior citizens' games have been held in several cities.

All kinds of recreation centres are being established to enrich the aged people's later life.

III. Educational gerontology.

The transfer of power from the elderly to the younger ones in China today has given another life dimension for the aged. Quite a few veteran leaders, technicians, teachers and doctors who are due for retirement are still in good health. How to arrange their latter life is a new challenge. Whether the old people are "burden" or "treasures under the heaven," is an important social problem to be faced. The state policies are taking a positive view at this point and adopting action strategy on the aged.

The old people need, apart from the basic material support, to keep themselves busy, change themselves in learning and expanding something new. Many of them have realized that in order to successfully complete the turning in the life cycle, they would need additional information and skill or insight. In order to live a meaningful and healthy later life, they want to be re-educated. Moreover, they want to prove that wisdom, experiences, and skills of the older people can be used to benefit the society.

Our major task now is to take the characteristics of the elderly into consideration, meet their special needs and bring into play their remaining warmth, so that the elderly are "provided for financially, occupied in some ways, cared for medically, offered channels for learning some new things and assesses to recreational facilities."

Within a short period, educational gerontology has expanded. The following are some forms:

1. Reading and discussion groups organized.

Some local neighbourhood in Shanghai and Changzhou--(a medium-sized city near Shanghai)--and other cities have organized reading and discussion groups. They use facilities such as local libraries, cultural activities centres, giving the old people opportunities to learn about history, literature, preventive health care, and so on, according to their wants and needs. The elderly take part in various activities such as reading, discussion, investigation and visiting.

2. Seminars and lectures on preventive health care for the elderly.

Some public health experts were invited to give lectures for the aged people. Series lectures were given by broadcasting or television program. Three papers: Physical Culture, Public Health and a paper named by the creed--"Life Lies in Movement" opened seminars on public health care in 1983. It was popular by the elderly. They opened the second-term in 1984. Candidates came in an endless stream.

3. Journals and audio-visual programs for the aged mushroomed.

How many journals and periodicals for the aged are there published in China? It's hard to count. Aging in China, a Chinese monthly journal is sponsored by China National Committee on Aging. Its circulation has reached 400,000. Other journals like Longevity, Elderly in China, Field for the aged, etc., are published throughout the country. There are many publications published by universities for the aged. Friend of the elderly is a program in radio, broadcast every Monday, Wednesday, and Friday, which is sponsored by Beijing People's Broadcast Station and China National Committee on Aging. TV program: Home of the elderly is shown every Friday. These audio-visual programs are various and colourful, bring a meaningful life to the elderly.

4. New rising of university for the aged.

The first university for the aged was set up in September 1983, sponsored by Shandong Red Cross in Ji'nan, the provincial capital. This is a new signal. Before long, 73 institutions for educational gerontology, including universities and schools, had been set up by the end of 1985. An increasing number of such institutions mushroomed with the total enrollment over 40,000.

(1) Structures and resources.

University for the aged is a new comer in the field of education. Older people prefer a label of "university," despite a diversity of previous educational achievement of the participants. It has and is being won a high reputation in the society. It has been supported and encouraged by the governments of all levels as well as all walks of the social factors. According to our economic level, it's hard to run so many institutions at the same time by government under a unified plan. Thus, the system of flexibility

has been permitted. Some are direct creations not of a university but of local government, with the allocation of funds to such an institution. Others developed through association between a university and a governmental or municipal department responsible for the welfare of the aged persons. Several are sponsored by Union, Red Cross, non-governmental bodies and democratic parties. Some are wholely independent associations. Structures are established suitable to local conditions through various channels. A whole network for educational gerontology will be carried out by State Education Commission and National Committees on Aging step by step, to complete the system of lifelong education in China.

Financial support and resources are different: some from the local governments, some from governmental departments, some from donation made by social sectors and, some are totally managed by themselves, such as tuition fees and so on.

(2) Specialties offering and schooling.

Educational programs and activities for the aged are based on their knowledge of wants, needs and their aspirations.

Some basic knowledge and skill benefit both themselves and the society. These are self-cultivation for the aged, preventive health care for the aged, sports and games for the aged, children' education, literature, history and geography, etc.

Some elective courses are, more or less, suitable to local conditions and to particular persons, in aspiring a meaningful later life, such as: handwriting, painting, writing, music, drama, photography, green thumb, tourist geography, cooking and sewing, etc.

Schooling varies from one to three years, or half a year for a short-term training. It's unnecessary to follow the system of regular university.

Teacher and staff member are the key to those institutions. Fortunately, these schools have high reputation to invite certain first-class professors, scholars, experts and instructors, giving lecture for the older students. The teachers don't care for payment. Some are volunteers for teaching and working for the older people. Their teaching are full of humour and suitable to the aged characteristics. A famous Chinese painter named Mao Feng is a visiting professor in Sichuan University for the Aged. The tuition fee for him is only for transportation while he teaches in another institution, the tuition is pretty high. But he likes to devote his energy to the elderly.

(3) Characteristics and methods in educational gerontology.

Older people have retired from occupational activity and status. They seek to retreat into a new autonomy of lifestyle. What they want is to continue their contributions to the country's modernization, unwilling to lag behind.

They have gained a diversity of previous education and many of them have low educational level. But their working experience is often cited as an aid to their learning process, and indeed this proves to be so.

Doubtless to say, there is a decline in the aged memory. Their imagination tends to be narrow. But their capability of thinking--analysis, synthesis, deduction, summary, judgement and inference--is helpful and useful in their learning. Most of them have the ability in analyzing a problem correctly and solving it rightly.

In physiology, they are getting old. This is a rule of nature. There is a decline in both mental and physical power. They are slower in action and weaker in resistance of diseases.

In psychology, most of them have a sense of safety. The society and family will support them to spend the rest of their lives. But at the meantime, they are intended to gain a feeling of empty and uselessness. They are quick to sense any feeling of isolation and inferiority.

According to these characteristics, the method in teaching the elderly must be diversified and flexible. Courses and activities should be vivid and full of humors, not sticking to one pattern. Let the aged students learn the widest range of knowledge with the greatest interest in the rest of their years. Teaching methods can be various as following:

A. Combining lecturing with group discussion.

The old students can not only sit in the classroom listening to teachers. They need discussion, learning from each other by exchanging views. This helps them digest what they have taught, making up for a loss in class. Many study circles are organized in terms of subjects or residential quarters. Further understanding of each other and friendship among the old students are encouraged.

B. Combining systematical teaching with lecturing on special topic.

Old students can learn some basic knowledge in class systematically. They also show much interest in what is going on outside the classroom in China and in the world. Some topics such as new science and technology, new policy and law knowledge, etc., which concern their later life directly, often can be given to them in lectures. In this way, they can refresh their knowledge and catch up with the development of new times, avoiding a feeling of dropping out.

C. Combining class study with activities after class.

These institutions give lessons to their students as well as various activities after class. Sometimes, they visit factories, villages or research institutes to see the new development caused by the present economic reform. Sometimes, they hold sports meet for the aged and children as well. In this sports meet, sons and grandsons are invited to join the relay race with

their grandpas. Some prepare the games beforehand at home. They also give party for fun together with their grandchildren. Competitions of handwriting and painting are held among grandpas and grandmas as well as grandchildren. Everyone of the participants want to show the best skill which are just developed before the audience. They often display photographs or flowers and plants, entertaining their visitors. Elderly chess addicts find a spot to play with their new rivals. Beijing opera lovers play their own part, accompanied with Chinese violin. All those activities increase much fun in the later years of the elderly, getting rid of the sense of isolation and loneliness.

D. Combining theory with practice.

Older learners intend to be perceived directly through senses. This Is an efficient way to promote their study. For instance: after teaching flowers and plants lessons, educators show their students how to cultivate their own flowers or plants in parks, gardens and at their homes; after giving physical exercises lessons such as Taijiquan-Chinese traditional boxing and qigong-breathing exercises, coaches train their students after class or in the early mornings; older students try to self-diagnose and treat their own illness conducted by the teachers after having their lessons on preventive health care; after having their composition lessons, the old students set out to write poems, articles, and memoir in tracing their family history or the heritage experiences; after learning the cases of cooking, grandpas or grandmas show the new skills at their homes, entertaining their friends and relatives. The whole family share the pleasure. The newly obtained knowledge and skills benefit both themselves and the others.

(4) Social effect of the university.

A. Promoting physical and psychological health for the elderly.

Older students lead a positive and health life, which will bring out longevity. The elderly step into university, they are aware that they have started a second circle in life span. Different times has different definitions for "old." To them, 60 is still younger brother or sister, 70 is middle-aged, 80 can be considered as the elder. People there come back to student life in a collective. They saw the old friends who had not met each other for a long time. They also made many new friends with common interest. This is always a pleasant atmosphere.

According to the sampling investigation of 200 graduates from the University for the Aged in Harbin--a big city in the northeast of China, we can see the figures showing as following:

Table (5)

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Comparison Before and After Educational Gerontology

before		after	
number of person	condition	number of person	condition
105	taking a passive attitude to their later life, caused by misunderstanding the police made by the State and by not being accustomed to idleness	29	
92	losing aim in their later life, taking a pessimistic view	17	
115	having a feeling that it's useless when one is getting old, having nothing to do	4	
106	having heavy chronic diseases	31	
121	often going to see doctor	43	
55	depending on medicine for diseases	14	
176		95	taking a positive attitude to their longevity

In life as university students, most of the old students take lessons and activities of various kinds. The course of Self-Cultivation for the aged benefits their psychological health. They have found their own way in spending the rest of their life. So they can hold an objective attitude to themselves. Study and exercises on health care help them to prevent and treat some diseases. They have believed that 'longevity needs science,' 'life lies in sports and movement.' Physical training for the aged improved their physique, increasing the resistance to disease. The death rate in the University for the Aged in Harbin is 1%, while 4% is shown in the city of Harbin within the same age circle.

The following are some examples:

Chen Zhongkai, a retiree from financial department of Shandong province, suffered from many diseases, such as high blood pressure, cerebrovascular sclerosis and recessiveness coronary heart disease, etc., before entering the University for the Aged run by Red Cross in Shangdong province. Becoming an aged student, Chen took lessons, completing all kinds of homeworks. He learnt many useful knowledge and skills to prevent diseases and take care of his won health. He took many treatments, cooperating well with the doctors, and paying attention to food and nutrition his diseases concerned. To his surprise, he was getting better than before: blood pressure dropped from 170-110 to 140-90; electrocardiogram showed a normal wave; headache, insomnia, nightmare and so on, caused by cerebrovascular sclerosis disappeared. Now he has a good appetite and a sound sleep. Every day he can walk more than ten thousand steps. Chen joined the art group for the aged. "University for the Aged changed me into another person," he said, "a man of happiness and health."

Zhao Mingda, an elderly student at University for the Aged in Harbin, turned out to be a different person after entering school. Some years ago, his

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only son died. His wife died of missing her beloved son. His daughter-in-law remarried, carrying away his grandson and leaving him alone. Retired from his work, Zhao was sent to a Home for the elderly. Everyday, he would drink a bottle of strong wine. Soon, he was given a nickname Zhao, one bottle of wine. Some of his friends suggested to him to go to the university. Before long, he became optimistic, dispelling the feeling of loneliness in the new collective surrounding. He re-took part in social work. He found a suitable mate with help of his new classmates and remarried. Now Zhao lives happily in a new family. He told whoever he met: "It is the University for the Aged that has brought me a double happiness. Thanks for the university who entrusted a new life for me."

Another older student Zhan Chuncai is in the same university. He was wounded in a traffic accident on business. After leaving hospital, he retired. Every day he did nothing except for taking medicine, eating and sleeping. Zhang increased weight rapidly, up to 104 kilogram. "Will I spend the rest of my life this way?" He suffered from a spiritual depression. Wife and daughter advised him to go to the university. "When old men and old women get together, what can they do?" He doubted, "maybe I should have a try." Zhang entered the university, walking with crutches. Several months later, he was attracted by the colorful school life. Unexpectedly, he was elected to be the team leader of gate-ball, a kind of sport like golf. Zhang lost weight to 85 kilogram. More important, he freed himself from crutches. To meet the team of gate-ball from Japan, he and his team members trained themselves hard. At last, they won the Japanese elderly team by the score of 3:0.

Zhau Baichuan retired from a livestock products company. He was given an operation to remove his bladder cancer in 1973. The doctor told him he would need another operation if he feels unfit. He entered the University for the Aged in Ningxia Hui Autonomous Region in 1984. Zhau learnt qigong-breathing exercises. The symptom of the disease disappeared gradually. He has a happy life without any further operation. Zhau joined the bicycle team and often rode fifty kilometers after class without tiredness. His former friends made fun of him, "Who can believe such a miracle that a man who had once rolled about in coffin can be so strong!"

Guo Yuanhai, 65, is a retiree in the same Region of Ningxia. He suffered from many diseases like stomach trouble. For many years he dared not touch cold food. He was 'old' at his fiftieth with thick white hair. Last year, he entered the local University for the Aged. He started to do taiji-traditional boxing and qigong-breathing exercises every day. Diseases are gone as the time went by. Cold food can be eaten everywhere. Move over, there was a wonderful appearing: his white hair turned black! It's the signal of feeling rejuvenated. There is a saying spreading, "University for the Aged is not a hospital, but its function is better than a hospital."

B. Elderly are offered channels for learning new things and enriching their spiritual life.

Retirees leave their familiar work which they had engaged in for many years. Many of them can not stand this sudden change in life procession. Depression and emptiness, people call this a syndrome of retirement. They lose

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spiritual sustenance and are forgotten by others, etc. In consideration of their characteristics, the university for the aged play an important part, stimulating their enthusiasm for life is the point. Older students have realized: "Knowledge is the spiritual resource in people's life. Only by keeping oneself busy in learning new knowledge, can he or she be happy in the later years."

The older students are thirsting for knowledge, no less than the young people. Once the information of establishing universities for the aged spread, candidates came one by one. More often than not, they out numbered the school capacity. Old husband and wife become classmates. Sons and daughters encouraged their parents to go to university. School-bags in had, grandparents go to school together with their grandchildren. Everybody was telling the story. Old students always keep a high enthusiasm in study, regardless of weather, no matter rainy or windy. A peasant student wand Yafan, 83, enrolled in the University for the Aged in Haidan District, Beijing, took health care and flower planting as elective courses. He went to school by bicycle from the countryside nearby, never being absent in class.

Old students, like school pupils, respect the teachers. Earphones are used to help some hard of hearing, presbyopic classes for taking down notes. Young and middle-aged teachers are deeply moved. Students do their homework carefully, taking all the examinations actively. "It's good to get the paper corrected by the teacher. We were happy and a little nervous at the moment. Hearing the name called, the student would hurry to get it. When seeing read circle-that means good--he or she would be unable to conceal the delight. When triangle was marked, that means incorrect, he or she would blush with shame, covering up the paper. But one always wanted to have a look at other. . ." If you don't see the writer herself, you would believe it's a feeling of a 16-year-old girl.

There is a pleasure within the prosession of learning. "At first, it's like a small fish which cost a lot of effort but pained little." An old student wrote, "Gradually, when you read fine poems or articles, you would have a light drunden feeling. It's like an artistic treat. When you read more, you would have an itch to write something. Having an inspiration, you can write something the writer continued, "Handwriting or painting is a good exercises." You can either sit or stand in doing it. when you write or draw, you would use all your strength, moving around the writing table. More important, you would focus your attention on the paper, without looking at and listening to anything else. You must hold your breathing. All the personal gains or losses, happiness or troubles would be gone. "This has benefitted me a great deal," the writer continued.

After completing the courses, most of the old students preferred to stay at school, unwilling to leave. Shandong Red Cross University for the Aged reorganized 110 graduates in some research classes on subjects such as handwriting art and writing.

Old people show much interest in new science and technology. They want to know what theory of information, systematics or cybernetics is. Otherwise, some of them will feel at loss in the modern society. They want to talk with

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their children the new topics. They took lectures on computer and the like, avoiding becoming a new science illiterate.

C. Playing remaining warmth to contribute to the society.

More and more people recognize that old people are not just there to be provided for but that they have creative forces which can benefit the society. University for the aged is a good style that can maximize older person's potentials.

Old people go to school is the initiative which directly influence the family members as well as the young generation. In the past, the old man idled away his time, frowning at everybody at home for the whole day. The whole family were worried about him. Now the old man lights up with pleasure so the family are happy. For school days--Monday or Friday--grandpa always washes his face carefully, shaving before the mirror. Grandson would clap his little hands, saying, "Oh grandpa is going to school today!"

"The old man has turned to another one," wife commended. Ding De'an, a retired worker, in his seventieth, always lay in bed, doing nothing for the whole day. All kinds of old diseases, such like arthritis, stomach trouble, etc., had a relapse. He often quarreled with his wife, giving vent to his annoyance. Atmosphere of the family was tense then. Ding went to the Harbin University for the Aged. School life gave him knowledge. Much interest were aroused. Ding came back home happily, giving up smoking and heavy drinking. Ding is in a better health now. The old couple is leading a peaceful and meaningful later life. "No wonder my wife praised me," Ding wrote in an article.

There is a story of Zhang Qianlun, a 60-year-old retired woman. She came to Shandong Red Cross University for the Aged from Ganshu province, three thousand kilometers away. Yet she was accepted by the university. It's not easy for a single old woman studying and living outside her home. Her younger daughter was deeply moved by her mother. Two years ago, the daughter failed to pass the entrance examination for colleges. She gave up her try no matter what advices the mother offered. Now, the mother' action encouraged her, "I must learn from you," she wrote to her mother, "never giving up until succeed." One year later, the daughter passed another examination through self-taught. She became an English teacher in local middle school in 1985.

Old people have the right as well as an unshakable duty to contribute to social and economic development in accordance with their abilities. Old students who choose music as their course were organized by the instructor. An art group in Shandong University for the Aged was formed with over one hundred of people. The art group gave shows to the public. Every time, when those white-haired old men and women appeared on stage, the audience would burst into prolonged applause. Old people like to sing some familiar old songs and university song--"Song of the Old Student," "Sunshine in University for the Aged," etc., written by themselves. Many young people were moved to tears by their loud and clear singing. "It's an invisible enangy that can encourage and educate young generations," an audience wrote to them. November 5, 1985, the art group went to visit adolescent delinquents in Shandong work-educated

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institute. Hearing the speeches and singing given by those old people, the teenagers, who once took a wrong step in life, were deeply moved. Many were choked with tears. They expressed their thoughts, as one wrote, "Life was full of coldness in the past. But warmth and love was given by those old people, beloved and respected. I shall be in a new life."

Old people are a rich-and largely untapped-intelligent resource. It's called a kind of "uncultivated underground resource" or "opencut mine." This resource will be exported to the society without much hard tapping.

University for the aged is trying to insure that wisdom, experiences and skills of the old people are used to benefit the country. All kinds of qualified personnels are re-organized. In Harbin University for the Aged, there are organizations as: Care-for-Future-Generation Society-providing care and help for younger generation; Law Consultant Group; Medical Care Consultant Group; Harbin Physical Cultural Society; Giving Up Smoking Society; and, Harriane Consultant Agency for the Aged, and so on. In Chensqin, Sichuan province, there is a University for the Aged in Shapingba District. It includes the Science and Technology Consultant Service; Chinese Medicine and Herbal Medicine Consultant Clinic; Automobile Repairment Service; Acupuncture and Massage Service; and, Financial and Accountant Training Class, etc. All those emphasize on the important role of the old people in the country.

The first university in China-Shandong Red Cross University for the Aged--has its own characteristics. She organized all sorts of skilled personnels, such as scholars, experts, professors, managers, administrative staffs, other skilled workers and so on. They opened the tertiary industry, re-serving the people and making their university one of the resources of welfare.

The service trades are corresponding with the specialities offered by the university and providing practice place to students.

Science and Technology Consultant Service there includes two main businesses: Agricultural production and Medical care. Several retired senior agronomists, fruit experts and architects grouped together. They contacted a township names Pingandian, Changqin county, directing the peasants in planting, gardening, brick and tile making and house building. They have gained good effect in populizing science in farming, which brought about economic results. Some retired doctors and experts formed another group. Once every two weeks, they answered questions raised by the old students, and diagnosed difficult and complicated cases before the students. There is also a clinic set up for older people and children. Of the 17 doctors and staff members, most are retirees. The clinic offers services on internal medicine, surgery, dentistry surgery, Chinese medicine as well as acupuncture & massage. They serve the patient at home and at night as well. This is popular among the local people, as many people trust veteran doctor with experience. The clinic provides outpatient service, averages at 6,000 person-times per month, the highest month outnumbered ten thousand. The purse income reached more than one thousand yuan a month.

There is a Chinese Handwriting & Painting Mounted Service for display & sale. 1,300 pieces of fine mounted handwriting and Chinese painting have been

put in display. Some of them were demonstrated out of Ji'nan City and even out Shandong province for display & sale. More than 20 pieces were bought to Japan, USA, Canada, Australia and New Zealand.

There is also a Photography Service. Most of the members were amateur photographers before they came to the university. They diligently studied the theory of photography based on their former experience under the guidance of the teachers. Quickly, they became professional. Now, most of them can perform the whole skill, taking photos for public with either black & white or colored film. And they offer businesses of film developing, printing, or enlarging & reprinting. They also sell photographic equipments. The business is brisk, being well received.

To solve the problems in making clothing, it's rather difficult to address the middle- and old-aged people. The university set up a Clothing Tailor's Shop for middle and old people. People were running about spreading the good news over every corner of the city of Ji'nan.

This university worked out its future plan, stipulating by the year of 1990, 25-30% of the graduates would go out of their home to re-serve the society. The university is not only an educational institution, but also provides various services to the old students. Apart from normal teaching, the university established services for old people's life, food, medical care and some others. The students' health in the university have been improved. The university estimate that in year of 2000, 50% of the graduates would prolong their life span for 3-5 years.

(5) Some problems.

The newly-rising brand of the university for the aged is a mirror, reflecting the development of social economy. Organizing retirees in education and social activities is still at the beginning. There still are many problems to be solved. Some of the universities need more financial support from the State. Some need fixed campus, qualified teaching staffs and teaching materials. They need to be raised in social results. And they are longing for exchanging good experience with both domestic and abroad. New approaches are constantly being considered. With the further development of our economic reform, our educational gerontology open a new vast vista.

Table (6) shows some of the basic conditions of the universities for the aged by the end of 1985.

Table 6 A Brief Introduction of Some Universities for the Aged

Name	Time of founding	Sponsor	number of enrollments	graduates	staff	teachers
Shandong Red Cross Univ. for the Aged	09/17/83	Department responsible for retired administrative cadres, Shandong Shandong Red Cross	1,160	586	16	80
Changsha Univ. for the Aged	04/84	Chinese Democracy Accelerate Society Local Government of Hunan province	160	80	3	36
Harbin Univ. for the Aged	04/24/84	Municipal Education Commission of Harbin Municipal department responsible for retired administrative cadres Municipal Trade Union	907	/	22	50
Beijing Univ. for the Aged	03/85	Beijing Normal University Alumni Association	200	/	7	30
Shanghai Training Institute for the Aged	05/21/85	Municipal Education Union Retired Educators Association	363	/	3	17
Sichuan Univ. for the Aged	06/01/85	Local Committee for Aging, Sichuan province West-China Medical University	1,000	/	20	57

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length of schooling	Total class hours	Finance resources (1,000 yuan in unit)			tuition fee person/year	specialties offered
		local allocated by government	Contributed by brigade from social factors	tuition fees		
3 years	2,812	12	/	8	20 yuan	gerontology, psychology, prevental medical care, physical culture for aged, science lectures, literature, history, art, handwriting, photo, music, drama, flowers & plants
1 year	200	4	1	0.12	5 yuan	poetry, ancient Chinese, Modern Chinese, history, handwriting, painting
2 years	360	20	3.3	3	40 yuan or 20 yuan for correspondence	self-cultivation, preventive medical care, physical training, painting, children's education, history, literature, writing, gardening, tourist geography
2 years	216	/	/	0.8	40 yuan	Chinese, modern science, literature & art, law, ethics, sociology, current affairs, painting, gerontology, handwriting, physical training for the aged
1 year	216	/	1.3	0.53	30 yuan	gerontology, psychology, information, law, health care, Chinese painting, handwriting, photography, literature flowers & plants
1 year	216	9	1.2	0.9	10 yuan	breathing exercises, photography, ancient poems, painting, handwriting, writing, art, etc.

Face Sheet
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Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

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Nation CHINA

2. Check whether this case is based on

( ) an actual program

(X) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

ADULT EDUCATION IN BEIJING MUNICIPALITY

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). OVERVIEW

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

MUNICIPAL GOVERNMENT

6. Basic characteristics of service area

A. 16,800 Sq. KILO. geographic size (such as square miles or kilometers)

B. 9.8 MILL population (number of people living in area)

C. _____ urban/rural (density of population)

D. _____ nationwide

7. Year(s) covered by the case description _____

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MAY 5 1988

ADULT EDUCATION IN BEIJING MUNICIPALITY

by Fu Youren
of Beijing Research Institute of Adult Education

Beijing, the capital of the People's Republic of China, has a population of more than 9.8 million people and covers a total area of 16,800 square kilometres.

Adult education in Beijing has been gradually promoted and developed to suit the capital's political and economic status. Since the founding of New China in 1949, the Chinese government has attached great importance to the improvement of the cultural and technical qualities of the working people. Beijing Municipality set up a sparetime education committee in 1950, and a sparetime education bureau for workers and peasants in 1953 to supervise the capital's adult education work.

Under the proposal of the municipal government, many factories and enterprises have set up in succession sparetime schools and universities for staff workers. Winter schools and schools run by rural people have been set up in the rural areas, evening schools for the working people by neigbourhood committees, and ordinary middle and primary schools have undertaken cultural continuation classes for adults. As a result, an overall system of adult education ranging from literacy to higher education has gradually come into being.

According to the statistics issued in 1965, as many as 770 professional cadres, 2,100 professional teachers and 16,000 part-time teachers were engaged in adult education in Beijing. There were 370,000 students at adult schools. Illitaracy had been eliminated among more than 500,000 people, 60,000 people graduated from all kinds of sparetime schools at various levels, thus effectively improving the cultural qualities of workers and peasants. Among the workers and peasants, the number of illiterates dropped to 10 percent from 80 percent at the initial stage of the founding of New China, the number of primary school graduates increased from 16 percent to 36 percent and that of middle school (junior and senior) graduates from four percent to 50 percent. Some four percent of workers and miners have reached the college or training school levels. The number of illiterate peasants dropped to 20 percent from over 90 percent at the initial stage of the founding of New China.

From mid-1960s to mid-1970s, "the great cultural revolution" took place in China and did great damages to the adult education work. Since late 1970s, especially since the Chinese government issued "the decision on the work of strengthening workers' education" in 1981, Beijing's adult education work has rapidly been resumed and spreading.

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According to the 1987 statistical figures, more than 1,000 adult schools at all levels have been set up in Beijing, with a total floor space of 1.39 million square meters. A network of adult education including management, training, theoretical and teaching research has begun to take shape. Some 31,000 teachers and staff are now working for the network, and policies and regulations are constantly improved to suit the development of adult education. From 1979 to 1987, adult schools of various kinds in Beijing trained an accumulative total of about seven million cadres and workers, and 1.45 million peasants.

Beijing Workers and Peasants Education Committee is an authoritative institution to supervise the adult education work in the capital, to lay down major principles and policies, to work out programmes for adult education, to coordinate and review the adult education work. Beijing Bureau of Adult Education under the municipal government is a functional department designed to administer the adult educational work in the city, and is also an executive body of the Beijing Workers and Peasants Education Committee, which is responsible for giving comprehensive instructions in the administration, teaching and training work of the adult schools at all levels, and conducting study and research. The districts and counties in Beijing have established relevant institutions to run their respective adult education schools. The committees, offices, bureaus and corporations of the municipal government have set up education departments, and factories with more than 1,000 employees have education sections or people specially assigned for their own workers' education. In the countryside, the townships have persons specially assigned for peasants' education work.

Beijing's adult education system of school management and training has developed into a multi-science, multi-channel, multi-level, multi-intention and multi-form training system, which undertakes vocational and technological education, elementary and ideological education including primary, secondary and higher education and various short-term training courses. By the end of 1987, there were 155 adult institutions of higher learning including television universities, workers' universities, management colleges, education colleges, and other evening and correspondence universities run by existing colleges and universities. These adult institutions now have 218,000 regular students, and 100,000 people have graduated from universities and colleges since 1979. The higher education self-study examination system has been adopted on trial since 1981. This is a new educational form which combines self-study with social-funding and state examination. So far there have been 170,000 people who attended the 28 specialities of the higher education self-study examination system. More than 9,600 people have passed the examinations and reached the level of higher education.

Now there are 192 specialized adult secondary schools in Beijing, including radio and television specialized middle schools and those for staff workers, cadres, peasants as well as teachers continuation schools. There are 71,000 regular students studying at the specialized middle schools, from which 39,000 people have graduated since 1979. All kinds of primary, secondary and technological education are developing on a wide scale. There are now 500 workers' schools run by factories, mines and enterprises in the city, and 145 peasants schools run by townships in the suburbs. Since 1979, a total of 74,000 students have graduated from the senior middle schools for workers, which helped 750,000 young workers make up their missed junior middle school lessons, and 580,000 young workers make up the elementary technical lessons they had missed during the "cultural revolution". In addition, these schools also provide middle and higher technical training classes for workers.

On the basis that an anti-illiteracy campaign is nearly completed in the suburban countryside, practical technical training will be given to the peasants to meet the requirements of the rural economic development.

In order to carry out the provision of "the Constitution of the People's Republic of China" for the encouragement of the social force to undertake schooling, the Beijing municipal government issued in April, 1984 "the resolution on the encouragement of Beijing's social force to run schools for trial implementation", positively urging the social force to undertake literacy, supplementary, vocational and technical courses. At present, there are 237 schools run by various political parties, organizations and citizens, with regular students of more than 60,000 and effectively making up the lack of numbers of the state-run and enterprise-run schools.

To strengthen the research work on adult education theory and teaching, Beijing Research Institute of Adult Education was set up to do research work on adult education theory, application and policy, to collect and sort out Chinese and foreign adult education information and data, to enhance cooperation and exchange achievements in adult education research.

Beijing Adult Education Society is a mass organization with 14 sub-societies in higher, secondary, workers and peasants education, and its magazine "Beijing Adult Education" is published and widely circulated in the country. Beijing's district or county adult education bureaus and schools have set up teaching and research sections.

In June, 1987, the State Council authorized for dispatch "the decision of the State Education Commission on adult education reform and development", so that Beijing's adult education work has entered into a new stage of development ever since. The decision defines the principles for the reform and development of adult education. It points out that "adult education should proceed from the existing national conditions, persist in serving the socialist construction directly and effectively, and aim at the all-round improvement of workers' quality."

The decision stresses that "to have a broad job training scheme with the emphasis on improving employees' working ability and skills is a major approach in the reform of adult education as well as an important means in raising productivity and efficiency." It says, "staff workers of various trades should all be trained according to the requirements of the jobs before he or she takes up a post. After taking up a post or when changing a job, he or she should receive constant training to meet the new requirements of their work." "Major post training must be gradually standardized and systemized," it says. "first of all, there must be a regulation that those to work at key posts should acquire qualification certificates before taking up their jobs," it adds.

The present work of adult education in Beijing is, in line with the decision, to carry out post training experiments step by step in the city. Many enterprises have begun to work out their own personal responsibility systems and post rules and regulations. Preliminary achievements have been made and experience has been accumulated in the post training experiments in factories, mines, construction companies and industrial and commercial trades. Reform is being carried out in various adult schools to raise the level of teaching according to the requirements of production and work, and the characteristics of adult education, which is developing toward a multi-functional one.

Higher and secondary adult vocational schools should break with the single training pattern and practise a three-certificate system among the students. The three-certificate system is: a graduation certificate to be granted to those who have reached the level of higher education including university, college and specialized middle school as the state requires, a single-subject qualification certificate to be granted to those who have had a command of the knowledge of relevant single-subject education, and a specialized certificate to be granted to those who have acquired the knowledge of specialized education. There are both schools for granting record of formal schooling and schools without granting record of formal schooling. Great importance should be attached to the development of higher vocational and technical education, to cultivating specially qualified technicians for production and

management, and to strengthening lateral integration and coordination between various adult schools. Teaching material and methods should also be reformed according to the characteristics of adult study and practical teaching should be strengthened. Postgraduate continuation education, special and practical training should be positively upheld.

To this end, relevant policies, regulations and measures have been taken. Macro-management of adult education will be strengthened to serve enterprises at the grass-roots level, responsibilities and rights to develop adult education should be given to local governments and organizations. Since 1987, adult education funds have been listed in the financial budget and will increase with development of economy and growth of financial income. Professional training of workers provided by enterprises is partly funded by 1.5 percent of the total wages of the workers, and the remainder, if used in the development of new technology and new products, is covered by production costs; if used in other professional training for workers, it is covered by the portion of profits the enterprise keeps; and if used in the introduction of new technology, technical innovation and transformation or in improving certain product, it is covered in the expenditures of the item in question.

In future, adult education facilities will be planned simultaneously with the projects of new urban construction and enterprises to be built in the city. Adult school teachers will have the same pay with teachers of ordinary schools. Management of adult schools will be enhanced to carry out the principle that everyone engages in adult education.

With the development of various educational activities, Adult education in Beijing has greatly improved the qualities of the working people, played a positive role in and given impetus to the construction of the capital's material and spiritual civilization. Leaders at various levels are promoting their understanding of adult education, the status of adult education is improved in the whole educational system, and more and more people are paying attention to and recognising the great role of adult education. A new situation is beginning to take shape in adult educational undertaking run by the state, the collective, the individuals and the entire community. Adult education has become a major university which is well appreciated by cadres, workers, peasants and other labourers, especially by young and middle-aged people.

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1. Person who prepared this case description

   Name LIU JUN Phone number _____

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   Nation CHINA

2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   A UNIVERSITY WITHOUT CAMPUS

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). HIGHER EDUCATION

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   STATE EDUCATION COMMISSION

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. X nationwide

7. Year(s) covered by the case description _____

6D/1

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KEYWORDS: .

"A UNIVERSITY WITHOUT CAMPUS"

-- Introduction to China's Higher Education Examination System for Self-Study

By Liu Jun, Institute of Adult Education Science of Beijing, China

The establishment of a higher education examination system for self-study is one of China's policy decisions to encourage professional training through self-study, as well as one of major achievements in restructuring China's educational system. After more than six years of pilot projects and popularization, this unprecedented system, starting from 1981, has been popularized in China's 29 provinces, municipalities directly under the central government and autonomous regions and carried out in a considerable scale.

With its advantages of openness, flexibility, less investment, better benefits and less conflict between work and study, the examination for self-study has won support and trust from great majority of applicants and all walks of life, and been praised as "a university without campus." According to the figures released by the National Committee on the Guidance of the Higher Education Examination for Self-Study of the State Education Commission, up to now, examinations have been conducted in 76 specialities and 436 subjects areas, including literal arts, science, engineering, agriculture, medicine, finance, law, education and sports science, and attracted more than three million applicants. More than 150,000 people have got university or junior college diplomas while over two million have got certificates for single college subjects. These graduates have played an active role in their own work and been greatly appreciated. In order to strengthen the planned guidance and macro-management, the State Council issued "The Temporary Regulations on the Higher Education Examination for Self-Study" in March 1988, thus enhancing and perfecting the implementation of the higher education examination system for self-study.

1. The nature, task and characteristics of the higher education examination for self-study

The higher education examination for self-study is a new teaching system in which the State stipulates the training target and examination program, learners teach themslves, various regions, departments and institutions sponsor the education in line with the requirement of the State, and the State administers the examination finally. Therefore, it is a higher education form combining individual self-study, social assistance for education and the State examination, as well as one part of China's educational system.

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The task of the higher education examination for self-study is, through the State examination, to promote self-study and social assistance for education in a wide-scale, give an impetus to professional training and post-school continuing education for employees, train and select those qualified professionals with both ability and political integrity, and enhance the entire nation's ideological level, standard of morals and quality of science and culture in a bid to meet the requirement of the socialist modernization campaign.

The higher education examination for self-study has something in common with that of higher education and adult education but also has its own characteristics.

(1) The examination for self-study faces the whole society and opens to the public. The applicants are not restricted to their profession, age or record of formal schooling; they could be excused from the entrance examination and are not bound by the school year; they could choose the subjects for the examination without the limit to the number of subjects; and they could study what they need and arrange the study program at will thanks to the credit system.

(2) The examination for self-study is an examination separated from the teaching process. Generally speaking, the sponsor for education is not the examiner.

(3) The examination for self-study is an examination on the school work "once and for all," as well as a decisive judgement on the applicants' studies made only by the examination paper" without reference to the applicants.

Therefore, the examination for self-study is one of the most convenient, flexible and open educational forms.

II. The examination measures

"The Temporary Regulations on the Higher Education Examination for Self-Study" stipulates that the assignment of topics are coordinated and arrranged by the National Committee Guiding the Higher Education for Self-Study and topics are assigned respectively in three ways -- by the State, the region or the province, and that a topic bank should be gradually set up and the assigned topics should be standardized. The record of university and junior college schooling through the higher education examination for self-study should meet the requirement of that of institutions of higher learning.

III. The qualification of applicants and the guideline of application for the examination

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In the light of the temporary regulations, any citizen in China could take part in the higher education examination for self-study without restrictions of sex, age, nationality, race or level of schooling. Applicants could select the subjects for the examination within the range of specialities for examinations conducted in the region. Employees are encouraged to choose the specialities for examinations in accordance with the principle of studying for the purpose of application. Students in various full-time schools at various levels could not apply for the examination. Post-graduates and graduates from universities and junior colleges, who attend the higher education examination for self-study, could be excused from examinations for some subjects according to regulations concerned.

IV. The completion of courses, graduation, post assignment and salaries for applicants

According to the temporary regulations, applicants for the higher education examination for self-study, who finish examinations for all the courses fixed by their own speciality programs, obtain pass marks, complete the graduation thesis (or diploma winning design) and practice, and is qualified ideologically and morally, can obtain junior college (basic courses) or university diplomas, and the State recognizes their record of formal schooling. Those graduates who pass the examination for self-study and conform to the academic degrees should be awarded the related degrees by the examinatorial universities entitled to award degrees in accordance with "The Regulations on the Academic Degrees of the People's Republic of China."

Each course should be tested once and for all in the light of the requirment of the speciality examination program. Certificates for single college subjects will be issued to those who pass the examination and accumulate credits will also be added. Those who fail in the examination could try it again until they are qualified. According to the arrangement for the speciality examination program, it takes three to four years for an applicant to complete tests for a junior college diploma with over 70 credits in 12-13 courses and four to five years to obtain a university diploma with 120 credits in over 15 courses.

For those employees who obtain university or junior college diplomas through the examination for self-study, they should be assigned to another posts by their own institutions or the superior departments in line with the principle of applying what they have learned and giving full play to their professional knowledge and with the need in the work. For those non-employees (including peasants) who obtain university or junior college diplomas, the labor departments in various provinces, municipalities and autonomous regions should choose better ones and employ them in a planned way within the authorized size and employment program. As for the salaries of those who obtain university or junior college diplomas, the non-employees, after being employed, could earn the same salaries as the university or junior college graduates; and the salaries of the employees, who got less pay than the university or junior college graduates, should be increased to the standard level from the date when they obtain diplomas.

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V. The management of the higher education examination for self-study and the role of universities and social strength

The higher education examination for self-study is a systimatic project with lots of work, wide-range, strong sense of policy, great difficulties and strict demands for the management. The organizational work and management should be enhanced in a bid to ensure the quality of this educational project. Therefore, the State established the National Committee on the Guidance of the Higher Education Examination for Self-Study in May 1983 and each province, municipality and autonomous region also set up a committee on the higher education examination for self-study accordingly.

Experiences in the past few years have shown that in order to do a good job in the higher education examination for self-study, the examination bodies should be coordinated in a unified way, the examinatorial universities should guarantee the quality of the examination and the social strength should organize applicants and give them guidance in the examination. Thus, the unified leadership, distinct responsibility and better coordination with great efforts should be achieved.

(1) The unified coordination of the examination bodies

The National Committee on the Guidance of the Higher Education Examination for Self-Study, under the leadership of the State Education Commission, is in charge of the whole country's higher education examination for self-study. The committee on the higher education examination for self-study in each province, municipality and autonomous region is under the leadeship of the local government and the guidance of the national committee.

The examination committees are specialized bodies in charge of the examination for self-education, formed by leading members of departments concerned at the central and provincial government levels, concerned institutions and army units, as well as experts and professors from some universities and colleges. The task of the national examination committee is to work out general and specific policies, instruct various provinces, municipalities and autonomous regions in the higher education examination for self-study, formulate the guideline of the speciality examination program in the light of the professional training program, draw up the unified examination standard and gradually conduct researches in the examination for self-study. The task of the local examination committee is to implement general and specific policies for the higher education examination for self-study, work out specific examination measures in line with local conditions, determine the specialities for the examination according to the need for professionals, name the examinatorial universities, check up and announce the examination with a unified examination standard, organize examinations, issue diplomas and certificates, and give guidance in self-study.

(2) The quality guarantee provided by universities

The examinatorial universities are selected from those ones with a stronger professional teaching staff by the local examination committees. Under the leadership of the local examination committees in their work on the higher education examination for self-study, they assign topics, evaluate results of examination, check up practice, countersign diplomas and do other work set by by the local examination committee.

China's higher education examination system for self-study has its serious nature legally and could only be implemented by the State-authorized institutions, not by anyone, any institution or any department. Therefore, it is an examination with the national feature. Its quality should be a top priority so as to ensure its serious scientific nature, establish its required prestige and authority and train more qualified professionals.

In fact, it is the examinatorial universities that guarantee the quality of the examination.

(3) Organizational work and guidance of the social strength

Applicants are numerous and they are distributed widely over the region and from all walks of life. Then who could organize them and give them guidance in their self-study? It could be only done by relying on the strength from all walks of life. Departments and institutions concerned, mass organizations, democratic parties, universities and colleges could all bring their initiative to full play, tap their potentials and give guidance to applicants in line with the examination program for specialities and courses. Ways of instruction could be varied, including TV, radio, newspapers, magazines, tape and video recording, consultative centers, and coaching and lecture classes.

The social assistance for education is an important link necessary in the higher education examination system for self-study, a new type of educational system, and it integrates the individual self-study with the State examination as a whole. Meanwhile, only by linking the examination with guidance and promoting self-study and sponsorship for education with the examination could the examination for self-study lay down a broad social basis and gradually attract more applicants.

VII. The significance and future development of the higher education examination for self-study

China's higher education examination system for self-study is a new form of higher education and has following meanings:

(1) Greatly fire the enthusiasm of the broad masses for self-study and help thousands of people to learn the knowledge of culture and science and enhance the quality of the laboring force.

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(2) Bring to full play the initiative of all walks of life to sponsor and assist education and explore the potentials of qualified professionals from all walks of life.

(3) strengthen ties with other forms of education and help carry out flexible and open teaching activities and raise the education quality and benefits.

(4) Help employees teach themselves in spare time and reduce the conflict between work and study.

(5) Help save investment in education and train professionals badly needed by various departments.

(6) Develop the country's higher education system, make a breakthrough in the restrictions of the traditional education and gradually perfect China's higher educational system.

Now, China's higher education examination system for self-study is still at the initial stage and many questions are expected to be solved further. For instance, one big problem is that there are only a few engineering specialities for the examination. The major reason is that it is very difficult for applicants to conduct experiment and practice due to the lack of ties with the universities with stronger teaching staff and better equipment. Thus, it is necessary to continue to perfect this new system. Therefore, efforts are made to do the following work:

(1) Raise the quality of the examination for self-education and take it as a critical issue frequently and enhance its prestige and authority gradually.

(2) Strengthen the macro-management, make a good job of guidance in the examination program for self-study, improve the approval process and management of the specialities for the examination. Pay great attention to the information about the prediction of qualified professionals in need and acquire the information without delay so as to provide a reliable basis for the examination on new specialities.

(3) Continue to develop entrusted examination (i.e. a new form in which a department entrusts an examinatorial institution to administer the examinaion).

(4) Following the guideline of the State macro-program, bring to full play the initiative of the examinatorial universities, persist in determining the specialities for the examination by closely cooperating with the departments and institutions in need of personnel, and train qualified professionals with practical ability in urgent need.

(5) Enhance the horizontal ties between the examination for self-stuy and other forms of adult higher education, inluding TV, rodio and correspondence courses, and gradually link them together. On the precondition of the unified quality standard, the same speciality with various education forms could consider recognizing each other's credits.

(6) Gradually extend the examination, which is now major at winning university and junior college diplomas, to the examinations for obtaining polytechnical and vocational school diplomas and professional certificates, the examination of adult universities under the guidance and supervision and other necessary examinations.

All in all, along with the "strengthening, perfecting, improving and developing" of the higher education examination system for self-study step by step, the examination for self-study will surely make great contributions in training more qualified professionals for China's socialist modernization campaign.

(End)

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

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2. Check whether this case is based on

(X) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

SURVEY OF BEIJING'S WORKERS UNIVERSITY GRADUATES

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). WORKERS

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

WORKERS UNIVERSITIES

6. Basic characteristics of service area

A. 16,800 SQ KILOMETERS geographic size (such as square miles or kilometers)

B. 9.8 MILL population (number of people living in area)

C. _____ urban/rural (density of population)

D. _____ nationwide

7. Year(s) covered by the case description _____

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MAY 5 1988

A Survey of Beijing's Workers University Graduates

By Liu Yongqian
of Beijing Research Institute of Adult Education

Senior high schools for workers, along with radio and television courses, correspondence courses run by ordinary higher institutes of learning, and evening universities, form the bulk of China's adult education. Since the birth of New China, especially since the Third Plenary session of the Central Committee of the Chinese Communist Party's 11th Congress, senior high schools for workers have mushroomed. the question now is how the graduates from these schools are doing in their jobs and whether they can meet the requirements in the country's economic and social development.

With this in mind, we conducted in 1987 a sample survey of the graduates and of the places where they are working, to see how they are doing in their jobs, what they thought of their education and the enterprises where they are working, as well as the appraisals made of them by their respective work places. We hope our survey will present a general picture of the education provided by senior high schools for workers, which may serve as the basis for reforms in adult education.

The survey was conducted in the form of filling in forms, aided by forums and visits. The graduates involved in our survey are mainly 1978 to 1982 graduates from 43 specialities in 12 workers universities involving engineering, business management and liberal arts. The enterprises and their subordinate workshops and administrative or technical offices embraced in our survey are mainly those where the graduates concentrate.

Of the 500 forms we issued to the graduates, 312 were answered, or 62 percent of the total. Of the 200 forms issued to enterprises, 120 were answered, or 60 percent.

On the basis of the recovered forms and direct contacts with the graduates, we sorted out the following facts:

One. Basic Facts about the Graduates:

1. Age Formation: The graduates involved in our survey age from 24 to 40, averaging 31, with most of them in the age group of 28 to 34, or 56 percent of the total, representing the "weakest link" in the chain of the country's specialized personnel.

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2. Length of Service Formation: Before entering workers institutes, the graduates average 7.5 years in length of service. Those of 2 to 5 years' standing account for 35 percent of the total, the most numerous group, and those of 9 to 11 years' standing made up 25 percent. The greatest proportion of the students at the workers universities is assumed by those with 2 to 3 years' standing, mostly graduates from specialized or technical schools, followed by those who had lost the chance to study during the "cultural revolution" (1966 to 1976).

Statistical figures show that enrollees at the workers' universities have become younger and younger year after year, and their length of service before enrollement also become shorter and shorter.

3. Form of Study: The workers universities take two main forms of study -- full-time study (70 percent) and part-time study (two half days plus three evenings) (20 percent).

4. Change of Status: Sixtyeight percent of the students were workers before enrollement. ninety percent of the graduates become staff members or cadres, with the remaining 10 percent continuing to be workers.

Two. The Role and Achievements Made by the Graduates:

Graduates from the workers' universities are playing an active role in various trade in Beijing, a fast-rising force in their respective enterprises or institutions.

1. Increasing proportion: The proportion of workers university graduates in many enterprises is increasing. For instance, they account for 17 percent of the technical force at the Beijing Automobile Manufacturing Factory, and 31 percent in the computer department of the Capital Iron and Steel Company. In some enterprises, workshops and administrative and technical offices are all manned by them.

2. More responsibilities: Statistics show that 35 percent of the graduates, who were formerly workers, become leading cadres in administrative offices or in organizations of the communist party, the communist youth league or trade unions in their respective enterprises. Fiftyone percent of the graduates become technicians.

Besides, the graduates have distinguished themselves in scientific research and technical innovation.

Incomplete statistics show that of the 312 graduates embraced in our survey, one was awarded the country's first-class prize; over a dozen academic papers composed by the graduates have been accepted as brilliant or established papers by national or Beijing's learned societies or at symposiums; some 30 academic papers on technological or social science were published in newspapers or magazines; and four books written by the graduates singly or collectively have been published. In addition, the graduates have contributed to more than a dozen technical innovations, with some of which saving production costs by some 10,000 yen or winning awards in their respective factories.

Three. Whether the Graduates' Training Serves their Work:

To this question, 66, or 31 percent, of the 312 graduates covered in our survey said "no," and 48, or 30 percent, of the 160 specialized school graduates questioned, said "no."

a deeper look into the problem shows that such cases fall into three categories -- graduates majoring in chinese or foreign languages whose jobs are not suited to what they study account for 31 percent; students in engineering 18 percent; and students in business management 12 percent.

Nearly all such graduates in Chinese or foreign languages did not come from jobs geared to their speciality before entering workers universities;

The graduates in business management, who were formerly communist party or administrative cadres, are all assigned leading posts in communist party organizations (as secretaries of party committees or of party branches) after graduation;

and the graduates in engineering whose jobs not fitting in with their training because of their promotion after graduation to deputy section chiefs or deputy workshop directors, account for 40 percent, and the remaining 60 percent falls into the following two categories -- jobs basically suited to their training, but with part or most part of what they have studied being wasted, or jobs entirely divorced from training as in the case of graduates in automation becoming workers in charge of propaganda.

Such graduates plus those in Chinese and foreign languages make up 12 percent of the 312 graduates embraced in our survey. It is their pressing desire to get jobs fitting in with their training.

Four. The Demands of the Graduates:

Statistical figures show that 93 percent of the graduates are still carrying on study, mostly with the aim of resolving practical problems in their work. Twenty percent of the graduates want to pursue their study, with an eye to winning still higher records of formal schooling.

many have expressed the hope for continuing education in courses geared to the needs of their jobs. it is also their strong desire to study new science, new knowledge and new technology, primarily electronic computer, foreign language and business management.

Five. Appraisals of the graduates:

To the question of what the enterprises think of the performance of the workers university graduates in enterprises, 85 percent of the 120 enterprises involved in our survey expressed satisfaction. Asked what roles the graduates are playing in enterprises, 31 percent of the enterprises described their role as "important," and 60 percent said they are not urgently needed. Asked what they think of the graduates' presence in their enterprises, 38 percent said they are indispensable, and 60 percent said they are just needed.

Six. The Opinions of Enterprise Leadership:

In the eyes of enterprise leaders, part of the graduates do not like practical work, but set their hearts on winning still higher records of formal schooling. Thirty percent of enterprise leadership see the graduates as not keeping their minds on their work, and another 30 percent are of the view that the graduates are reluctant to go to the forefront of production, but prefer to work in administrative offices or research sectors. Such a tendency is particularly strong in such labour-intensive trades as textiles. There are still others who said that some graduates behave even worse than before, complaining of their pay, disobeying instructions from above or refusing to go to grass-root units. Part of the graduates are seen as incompetent in the jobs assigned them.

It is the hope of enterprise leadership that the graduates should be experienced, competent and with political integrity who can meet the requirements of enterprises. What more they expect of the graudates is that they will become the backbone in management, not divorced from production, and thus serve as reserves for future grass-root leadership.

Seven. Brief Analysis

Workers university graduates have filled in the gap in the chain of specialized personnel in Beijing, and changed the macro educational infrastructure which is in want of college and university students. Most of the graduates, in a down-to-earth manner, are working hard in the grass root units of their respective enterprises and institutions, contributing actively to production and social progress. Leaders of their units have basically affirmed their achievements and appropriately evaluated their roles in enterprises. We think that the evaluation is correct and reflects, on the whole, the conditions of these graduates. This is an important achievement made in our city's adult education granting records of formal schooling.

Meanwhile, however, we should not overlook the existing problems:

1. Some of the graduates are blindly seeking higher records of formal schooling in preference to the needs of the enterprises where they are working. Such one-sided pursuit of diploma has led to a "second division" which affects the structure of workers higher and secondary education and upsets the rational arrangement of specialized personnel in enterprises. As a result, the workers education that grants records of formal schooling has lost, to some degree, support from enterprises. This merits our special attention and should not be dismissed simply as "neglecting workers education" or "short-sighted." To overcome such tendency among the graduates, our labour and personnel system should be reformed first, ensuring that schooling records would not impede one's promotion and better pay, and cultivating among the workers and staff members the attitute that every profession produces its own leading authority. Meanwhile, the leaders, while upholding the principle of judging a person according to his ability instead of his diploma, should update their concept of talented people and encourage the workers to perfect their skill and gain professional proficiency. In addition, we can take some other measures and rules, such as diversifying formal schooling records, issuing different certificates for each speciality and even a single course. Meanwhile, the workers should be given other

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opportunities for further education, which leads the young and middle-aged ones on to the way to become skilled workers of middle and high grades. The phenomenon of numerous people falling over themselves to strive for diploma should be changed.

2. Graduates from workers universities have not lived up to the expectations of their employers. The enterprises hope that the trainees should be competent, experienced, willing to do practical work, well-developed morally and intellectually and good at combining theory with practice. Here the first thing is to meet the demands of enterprises and production, but in schools, the students are first expected to meet the state educational standards, so there comes the contradiction. To accomplish schooling record education, the learners have to study in accordance with stipulated teaching plans, hours and textbooks. However all these come basically from the model of general education, which does not put the interests of enterprises in the first place in setting up its goals. Students receiving general education are required to have rather strong adaptability. Since they are not job-oriented, they may do reserch or technical work or continue to study in the future. So the mainstream of general education is to lay a solid foundation for them because they will have a period of time to adapt themselves to their new posts, during which they can learn necessary business and techniques. General education is also under reform, but its purpose, unlike that of the workers universities and schools, is not to serve enterprises needs directly. Taking the workers university for example, we think, to satisfy the needs of enterprises for professional personnel, graduates from such school, with their own distinctive profession-oriented characteristics, should not follow strictly the state requirements for schooling record education. Besides, there should be no more adapting time and the two-stage study process, (school+enterprise) for university students should be changed to one stage. Even though workers university students are required to learn some basic knowledge of theories, professional and technological knowledge, the fundmental program for their education is to meet the requirements of enterprises: to take up the posts as soon as they leave the school. Therefore, the teaching plan, the syllabus, the content of courses and examintion methods, which are originally refurbished versions of general university standards with little change, should be reformed. We are training people who can immediately fill the posts, if we fail, what is the necessity of our existence? We are educationists for the theory of learning through one's life, so we should regard life as a unified learning process, for any stage of which has its limitations. Why must we turn out students with too wide a range of book knowledge that is only fit to be kept in their minds for a long time? They can carry on necessary study with the progress of science and technology, the updating of equipment, technique process, or the changing of their posts.

3. Education fails to follow the change in the age and length of service before enrollment of the workers university students. Statistics show that the students are becoming younger and younger and the length of their service before admission is also becoming shorter and shorter. The tendency is still continuing at present. Graduates in their early twenties and with two or three years' service from senior middle school, specialized and technical schools have now become the main source of workers university enrollment, especially for the engineering and financial departments. Not the backbone force in production, and with only a little working experience, they are the main objects for adult education. However, those who need to be trained are kept out of school either because of being fully occupied with their work or failure in extrance examination. Along with this, the decreasing number of candidates for workers universities in Beijing during the 1986 and 1987 emphasize the need for reforms in adult higher.

Under such situation, we deem that workers university education can be properly contracted, the enrollment be cut down and some unsuitalble specialities be stopped. Instead of single purpose schooling education at college and university level, education and training in various forms, layers, contents and specifications such as continuous teaching programs for enterprise engineers and senior technicians should be conducted. In order to ensure a chance to study for backbone force in production and skilled workers at key posts and for workshop and group leaders, the workers universities and schools should take the initiative in carrying out investigations in enterprises, starting specialities geared to the needs of jobs and running intrusted (????) classes on commission. In general, they should do whatever will benefit the enterprises or the study of workers and staff members. Of course, this does not mean that the standards and requirements are cast away, but rather that their formulations should have the characteristics of adult education. For instance, the students will study chiefly in their spare-time and the method of "low threshold and high wall" can be used: that is, to lower the starting points for the candidates in entrance examination after considering the level of the people recommended by enterprises and strengthen management after the enrollment.

4. Due to a weakening of political work, part of the graduates failed to achieve both ability and political integrity. We hope that both schools and enterprises will strengthen political and ideological work, especially at the time of enrollment and graduation, in an effort to reverse the trend that ideological work is not well administered.

5. The problem of training not geared to the needs of jobs cries out for a proper solution. This is the result of the graduates' training not oriented, courses not suited to their jobs and the distribution of the graduates' work bothered by the ownership of personnel by enterprises.

At present, there are a lot of difficulties preventing us from solving the problem thoroughly, for we are still unable to train job-oriented students effectively according to the needs of enterprises. as a remedial measure, however, we think it feasible to introduce a talents market, while upholding the principle of the trained ones going back to where he comes from. Taking into consideration the ownership of the trained personnel by their working units, we suggest that the students whose studies are not geared to their future work be given the freedom in choosing their work to a certain extent (e.g. among several factories or joint units that have close economic ties). It is all right to have the workers transferred among the units on a one-for-one basis, but to make up for the losses of one-direction transfer, we can take economic measures, for example, to pay the former unit of the transferee or the person "borrowed" out for a period of time. As a second step, talented personnel can be exchanged within a department, region or an enterprise. The professional labour force exchange service center set up by the personnel bureau of Dongcheng District in Beijing is an example. And finally, we should ensure an open market and help those whose training does not serve their work.

One thing needs to be stressed is that the transfer of talented people should be aimed at bringing into full play the initiatives of both the graduates and the enterprises not at the expense of either side.

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World Perspective on Adult Education

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( ) an actual program

(X) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Post Secondary Education in China

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). Overview

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

State Education Commission

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. X nationwide

7. Year(s) covered by the case description 1988

6 F

Post-Secondary Education in China

Present State and Trends

Third Department of Higher Education
State Education Commission
The People's Republic of China
Beijing 1988

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INTRODUCTION

Education has always been a course which determines the future of mankind. Attaching great significance to Education marks the awakening of a nation, the hope of a state. As a project which is to last for generations, education calls for a status above everything else. Being at a high level in the entire education system, post–secondary education plays a great role in the development of economy, the promotion of science and technology, the heightening of social morality level the training of advanced and specialized personnel and the cultivation of the quality of the laborers and etc. At the present, the Chinese government is being engaged in the establishment of a new education system in which a post–secondary education with a flexible and multiple structure will be included. Based on this blue print, we have worked out this document: "Post–Secondary Education in China: Its Present State and Tendencies". The report gives a brief introduction to the history, present state, characteristics, functions, problems and tendencies of the post–secondary education in China and we intend to offer the report, together with our compliments, to the 41st Session of the International Education Conference and all the distinguished representatives.

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Part One
An Introduction to the Post–Secondary Education in China

I. A Historical Review of the Post–Secondary Education in China

Post–secondary education① in the People's Republic of China has been formulated and developed on the basis of a reformation of the old educational system of China before 1949. Ever since then, Post–secondary education in China has undergone a tortuous process of development which could be roughly divided into 4 stages:

1. The first stage: 1949–1965

Since the founding of the PRC in 1949, efforts have been made to reform the higher education step by step. Based on the principle that higher education should "focus on the education of industrial personnel and teaching staff through the establishment of specialized institutes, the rationalization and improvement of universities", adjustments have been made to the departments of higher education institutions. The situation that most of the general higher education institutions cluster in the few big cities, especially in those big coastal cities, has been improved. In the middle and late part of the 1950's, higher education in China experienced a rapid growth and then entered into a period of stable development after an effort of adjustments in the early years of 1960's. By 1965, there were 434 general higher education institutions and 674,000 full–time students – these numbers were 1.1 times and 3.3 times higher than that of the highest year before 1949 in the same respects respectively. Meanwhile, night courses, correspondence education departments as well as some special non–formal courses for industrial workers and cadres have been set up in the general higher education institutions. Besides, spare–time higher education institutions, education institutions for half–work and half–study students, broadcasting and TV universities and other forms of post–secondary education began to form in shape and developed to a certain degree.

2. The second stage: 1966–1976

During the decade of the "Great Cultural Revolution", general higher education institutions stopped to enroll any student, 106 general higher education institutions were withdrawn and higher education institutions for half–work and half–study students were abolished altogether. As a result, qualified personnel were desperately needed in all spheres of social life and there was a serious lack of successors. At the same time, the so–called "July 21 University" – the kind of Universities established in accordance with the instruction made by Mao Zedong on 21 July – which had no planned education programmes, no standard in teaching and learning and no guarantee in educational quality started to come into being and as many as 130,000 universities of this kind had been

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① The term "post–secondary education" used in the present report refers to all kinds of education and training pertaining to the field of higher education of China of all ages.

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set up till 1976. Post–secondary education in China suffered a serious damage.

3. The third stage: 1977–1979

Since the smashing of the "Gang of Four" in 1976, the chaotic state in the field of education was also brought back into order and post–secondary education in China entered into a stage of reorganization and restoration. The year 1977 saw a restoration of the enrolment policy in the general higher education which selected students on the basis of their academic achievement and the year 1978 saw a reorganization of the "July, 21 University" that had been blindly and enormously developed during the "Cultural Revolution". Night colleges and correspondence sections attached to the general higher education institutions reappeared and broadcasting and TV universities were restored or set up in 28 provinces and / or cities till 1979. Post–secondary education in China has ever since started down a road of smooth development.

4. The fourth stage: 1980–1987

Since 1979, with China's focus shifted to the socialist construction, the position and function of education have been heightened and strengthened, and post–secondary education has also undergone a great development. Within 7 years, the number of higher education institutions increased by 66.5 percent and the number of full time students increased by 84.3 percent. The disparity in number between the university students and college students and the improper structure of specialized subject courses were to a certain extent adjusted. Meanwhile, many forms of education were adopted, such as committed training, cadre–training and training programmes for day–time students who attended the programmes at their own expenses and would be responsible for their own jobs after graduation. From 1980, in order to meet the local need in their socio–economic development, short–term professional universities were also established in great numbers.

Also, great achievements have been made in the field of adult higher education both in terms of quality and quantity. The number of adult students enrolled is near to that of the students enrolled in general higher education institutions, and a multi–formed adult higher education has been established. In 1979, the State laid down the provisional requirements for the reorganization, examination and approval of workers and farmers higher education institutions, and the institutions concerned have established normal order and regulations after they went through the reorganization, examination and approval process. Broadcasting and TV universities were set up in 28 provinces, municipalities and autonomous regions, higher education examinations for self–study students were established and a national committee responsible for the higher education examinations for self–study students was founded. In order to meet the needs of cadre training and the countryside, management–cadre colleges and farmers' colleges were set up. Correspondence sections, night colleges attached to general higher education institutions were also expanded.

Besides the general higher education institutions which provide the participants with degrees courses, various workshops, seminars and training courses which have diplomas to grant have also developed rapidly.

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II. The Present Situation of Post–Secondary Education in China

1. Social Background

Since 1979, China has entered into a new era of reform and openness. Reforms in the economic system has brought about great changes in the structure of ownership, productive structure, and management and administration. Progress in science and technology has stimulated the development of new production activities and new technologies. These social development and economic changes demand corresponding changes in education. Therefore, a series of decisions including the Decision on the Reform of Education System, the Decision on the Reform and Development of Adult Education have been made. China is now taking the development and prosperity of education as a primary strategic task of her socio–economic development and is now being engaged in the development of an education development strategy for the 21st century with the aim of constructing a new education system that best suit the socio–economic development of China.

2. Education Structure

Chart 1 illustrates the structure of post–secondary education in China.

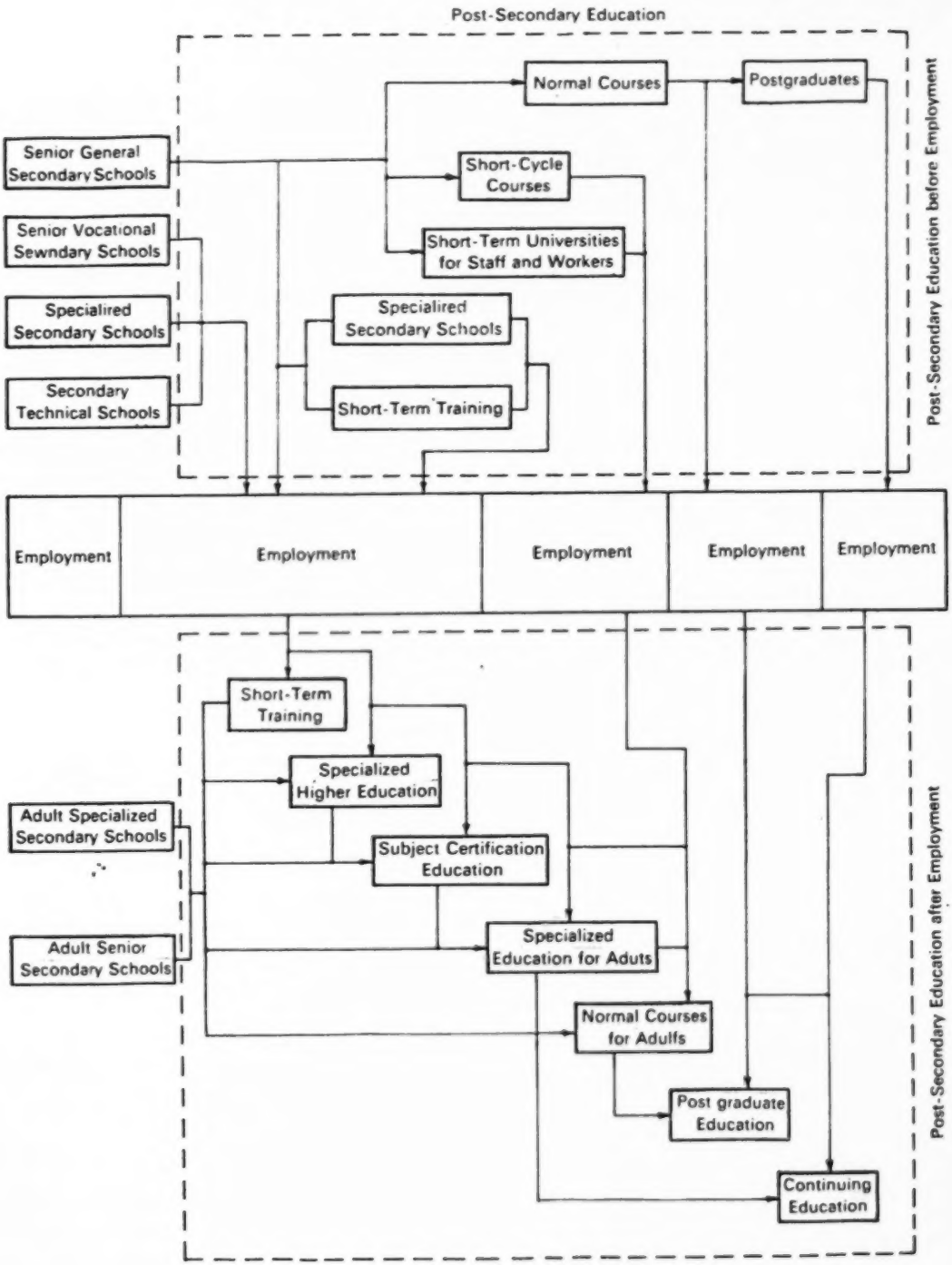
At present, the structure and stratum of formal post–secondary education is relatively stable with definite aims and standard requirements.

As regards to nonformal post–secondary education, it has a more flexible structure, with various forms, greater adaptability to feed back and shorter cycles in which adaptability to the changes in socio–economic development can be carried out.

Table 1. The scope of general formal higher education of the country in 1987. unit: ten thousands

	Number of institutions	Number of graduates	Number of enrolement	Number of full–time students	Number of teaching staff	
					total	Professional teachers
Ordinary higher education institutions	1063	55.63	65.17	206.49	96.87	38.54
1. Post–graduates		2.44	3.49	10.62		
2. graduates		53.19	61.68	195.87		
National objective		40.35	52.56	171.91		
Training on commission		3.52	5.23	14.96		
Students at self expenses		0.31	1.06	1 61		
Cadre training		7.90	2.18	5.89		
Normal university or college		1.11	0.65	1.50		

Chart 1 Structure of Post-Secondary Education



3. Scope of development

1) The scope of development of formal post–secondary education all over the country can be seen from Tables 1 and 2.

Table 2. The scope of adult formal higher education of the country in 1987. unit: ten thousands

	Number of institutions	Number of graduates	Number of enrolement	Number of full–time students	Number of teaching staff	total
					Professional teachers	
Adult higher education institutions	1399	48.13	49.83	185.80	18.81	8.43
Broadcasting and TV university	39	17.89	13.00	56.59	2.35	0.91
Professional workers higher education institutions	915	7.69	8.22	33.79	7.89	3.63
Peasant higher education Institutions	5	0.06	0.04	0.11	0.04	0.02
College of management personnels	168	2.93	2.76	5.58	3.65	1.36
College of Education	268	8.82	8.43	25.12	4.83	2.49
Independent Correspondence College	4	0.14	0.47	3.33	0.05	0.02
Ordinary higher education Institutions sponsored correspondence section or night university		7.64 2.96	12.83 4.08	45.95 15.33		

2) The scope of development of formal post–secondary education in provinces municipalities and autonomous regions can be seen from Tables 3 and 4.

Continuing education after university education, nonformal post–secondary education or training is either carried out by general higher education institutions and adult higher education institutions, or by various schools and institutions such as training centers, science and technology further education colleges etc.

4. Management System

The highest administrative institution in charge of the post–secondary education of China is the State Education Commission. Under the leadership of the State Council, the Commission determines the general guiding principles of education, directs and facilitates the development of education and coordinates the activities related to education of

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every section of the state council. Post–secondary education in China follows a double management system in which both the central government and the local government have administrative powers. Under this system, adult higher education institutions are mainly run by the ministries of the State Council and the local governments, some adult higher education institutions are even directly run by enterprises; whereas the training institutions of post–secondary education are governed by the units to which these institutions belong. For the details of the management system of post–secondary education of China, please refer to Chart 2.

Chart 2 Organization Chart of the Administration for Post-Secondary Education in China

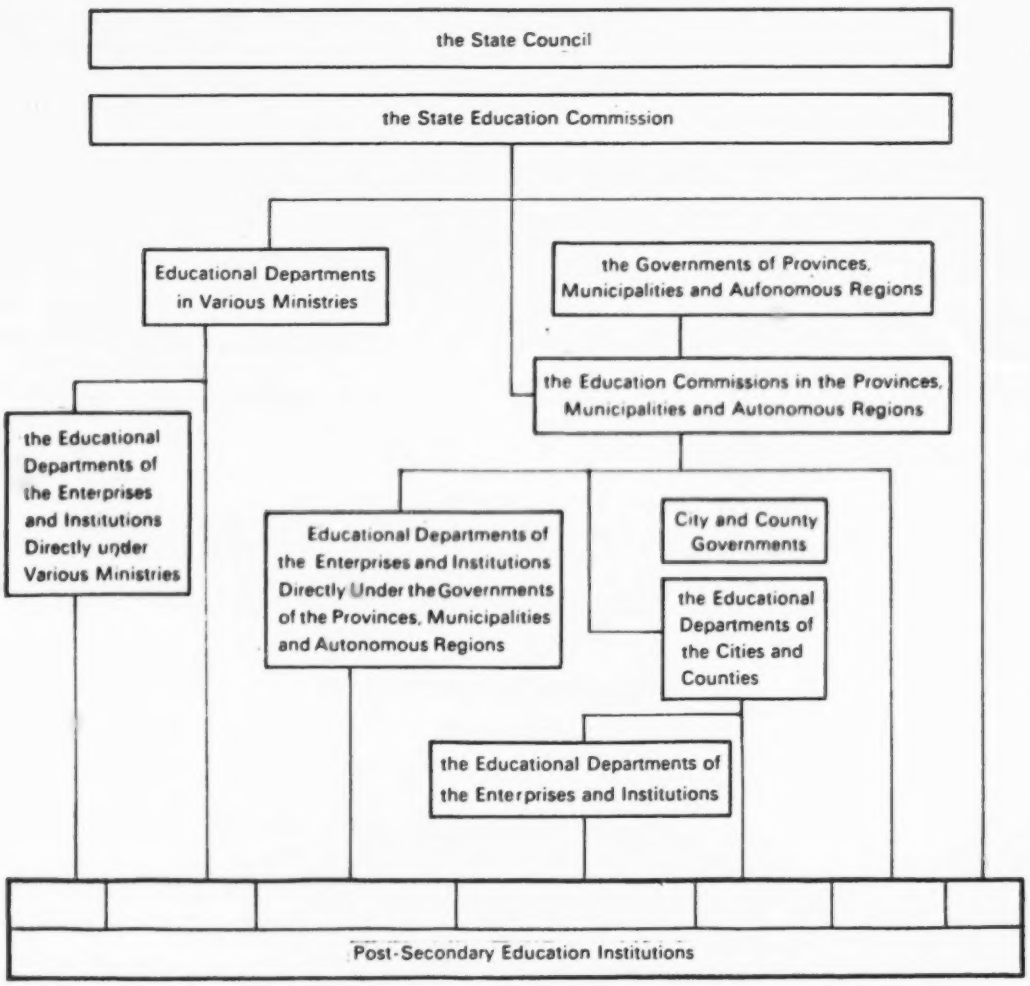
the State Council
the State Education Commission
Educational Departments in Various Ministries
the Governments of Provinces, Municipalities and Aufonomous Regions
the Education Commissions in the Provinces, Municipalities and Autonomous Regions
the Educational Departments of the Enterprises and Institutions Directly under Various Ministries
Educational Departments of the Enterprises and Institutions Directly Under the Governments of the Provinces, Municipalities and Autonomous Regions
City and County Governments
the Educational Departments of the Cities and Counties
the Educational Departments of the Enterprises and Institutions
Post-Secondary Education Institutions

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Table 3. The scope of development of general formal higher education in province municipalities and autonomous region in 1987.

	Number of institutions	Number of graduates			Number of Professional teachers
		Number of graduates	Number of enrolement	Number of full-time students	
Total	1063	531930	616822	1958725	385352
North China Region					
Beijing Municipality	67	34605	40970	135974	36357
Tianjin Municipality	21	12493	14927	50657	11474
Hebei Province	47	18488	22749	69242	12754
Shanxi Province	24	12363	14735	49121	8259
Inner Mongolia Autonomous Region	19	9834	9982	30654	6275
North East Region					
Liaoning Province	64	29394	35531	113832	21963
Jilin Province	42	17854	21183	68695	13752
Heilongjiang Province	41	22893	24446	74678	15107
East China Region					
Shanghai Municipality	49	30902	36974	122529	26375
Jiangsu Province	71	36539	44194	140228	27575
Zhejiang Province	37	15017	18190	60072	11223
Anhui Province	38	18753	19375	61161	11669
Fujian Province	35	14340	17582	54102	9154
Jiangxi Province	30	13453	16238	52055	9198
Shandong Province	49	29428	32972	95891	16716
Mid South Region					
Henan Province	47	25347	26357	75747	13310
Hubei Province	56	39780	39541	124116	24708
Hunan Province	44	22730	27065	83364	14281
Guangdong Province	48	21974	30711	92778	16064
Zhuang Autonomous Region of Guangxi	23	9560	10682	34523	6403
South West Region					
Sichuan Province	59	33093	40808	133752	24555
Guizhou Province	24	6585	7892	25975	5559
Yunnan Province	26	9806	13245	41036	7841
Tibet Autonomous Region	3	424	404	1801	683
Northwest Region					
Shaanxi Province	49	25537	27843	91792	18622
Gansu Province	17	8786	9729	30985	5741
Qinghai Province	7	1812	1936	6847	1465
Hui Autonomous Region of Ningxa	6	2172	2334	7317	1480
Uygur Autonomous Region of Xinjiang	20	7968	8227	29801	6789

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Table 4 The scope of development of adult formal higher education in provinces, municipalities and autonomous regions①.

	Number of institutions	Number of graduates			Number of Professional teachers
		Number of graduates	Number of enrolement	Number of full-time students	
Total	1399	375241	329279	1245195	84282
North China Region					
Beijing Municipality	92	20384	19832	120671	6324
Tianjin Municipality	50	11812	9530	45630	3450
Hebei Province	53	14451	16958	54000	4106
Shanxi Province	47	9781	8080	29002	2719
Inner Mongolia Autonomous Region	23	7557	8683	22259	2016
North East Region					
Liaoning Province	97	27304	18879	78021	6746
Jilin Province	55	12947	8568	36823	3347
Heilongjiang Province	113	26250	17338	68631	4984
East China Region					
Shanghai Municipality	88	19705	12714	600789	6616
Jiangsu Province	98	24492	14618	55762	4826
Zhejiang Province	38	7726	7135	26254	1742
Anhui Province	28	13092	9594	36563	1764
Fujian Province	19	4800	5413	19386	838
Jiangxi Province	27	6450	7114	27971	1635
Shandong Province	56	23486	19453	75765	3847
Mid South Region					
Henan Province	54	15407	16879	52138	3782
Hubei Province	73	13051	19038	74754	4682
Hunan Province	48	17638	19246	54764	2745
Guangdong Province	69	25407	22591	82397	3445
Zhuang Autonomous Region of Guangxi	24	8100	7077	25616	1443
South West Region					
Sichuan Province	94	22801	23456	87170	4986
Guizhou Province	20	7908	5430	13888	1167
Yunnan Province	21	7059	5506	14917	1612
Tibet Autonomous Region					
Northwest Region					
Shaanxi Province	46	10317	11218	37954	2053
Gansu Province	24	4800	3733	13369	1004
Qinghai Province	8	1308	890	3511	324
Hui Autonomous Region of Ningxa	5	1651	2463	6024	289
Uygur Autonomous Region of Xinjiang	29	9557	7843	21877	1790

1 The scope of development ofadult formal higher education listed here does not include correspondence sections and night colleges attached to general higher education institutions.

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5. Education Expenditure

Post–secondary education expenditure consists of national budget expenditure and extra budget expenditure. The expenditures of the general higher education institutions mainly come from the budget expenditure of the state and local governments, while the budget expenditures of the higher education institutions directly affiliated to the State Education Commission are directly assigned by the Commission. The budget expenditures thus assigned are to cover all the expenses and the institutions can reserve what is left for their own purposes. Education expenditures of the local higher education institutions are arranged by the local people's governments. The other source of income of the general higher education institutions is the extra budget expenditures which include institution fund income, science and technology service income, social donations and tuition fees submitted by some of the students. The expenditures of some of the adult higher education institutions are budgeted by the responsible departments of the State Council or of the local government; while the expenditures of some other similar institutions are arranged by the responsible departments of local governments or paid from the employees education expenditures① of enterprises or institutions. In case of an inadequate education expenditure, the shortage can be compensated directly from the production cost in the name of technology training expenses for the development of new technology and new products. Expenditures needed in other training projects can be paid from the net profit, the surplus part of an all–purpose expenditure assignment and interest left from taxation. Training expenses needed in the development, introduction and improvement of technology or in the refinement of a certain product (including training at abroad expenses) can be paid from programmes. Expenditures of the informal training institutions are solved by appropriations, collections and other means of income.

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① Education expenditures of enterprise employees amounts to 1.5% of the total salary level of the enterprise.

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Part Two
The Types and Structure of Post–Secondary Education in China

I. The Types of Post–Secondary Education and Training

1. Degree and Diploma Education

1) Diploma Education

As a basic type of post–secondary education of China, diploma education has 3 levels:

a) Post–Graduate Education

The main objective of post–graduate education is to cultivate advanced research personnel in the basic and applied sciences, professional teachers of higher education institutions and high–level engineering technology and management personnel. Post–graduates of higher education institutions and scientific research institutions or personnel who hold record of formal schooling equiverlant to that of a post–graduate upon graduation can be awarded with a post–graduate degree by the post–graduate degree awarding unit concerned, so long as they can complete the courses, pass the examinations and succeed in their thesis defence as required, master the basic theory and command the specialized knowledge in the discipline to which they devote themselves, and have the capacity to conduct scientific research or to conduct specialized technical work independently. Likewise, post–graduates or personnel who hold equivalent post–graduate academic record can be awarded with a Ph.D. degree by the PhD degree awarding units concerned, on the condition that the candidates can complete the courses, pass the examinations and succeed in the thesis defence as required, master comprehensive basic theory and systematic specialized knowledge in a discipline, have the capacity of conducting independent scientific research, and make creative achievements in science or specialized technical fields.

Post–graduate education institutions in China include education higher education institutions and scientific research institutions. Table 5 below is a general review of the post–graduate education in 1987.

b) University Education

The main objective of university education is to cultivate advanced specialized personnel in various specialized fields. University students who are formally registered, have acceptable morality and in good health, have completed on time or ahead of schedule all the courses required by the education objective and have passed the examinations or gained enough study credits are considered as graduates and will be awarded with a diploma of graduation. University graduate will be awarded with a Bachelor degree on the condition that he (or she) has gained excellent academic achievement, has mastered the basic theories, specialized knowledge and basic skills in the discipline studied and has the preliminary capacity of conducting scientific research or carrying out specialized technical work.

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Table 5. A general review of post graduate student education in 1987. unit: people

spons or / item	total	ordinary HEI	the Academy of Sciences of China	the Academy of Social Sciences of China	Science and research section of the ministries under the State Council	scientific research institutions of provinces, municiples and autonomous regions
Number of PG education institution	755	408	113	1	177	56
Number of full-time PG	120191	106185	6309	781	5970	946
Number of full-time Ph.D students	8969	7319	1230	149	267	4
Number of directors	3208	2488	489	74	154	3
Number of full-time MA students	104483	92251	5041	632	5617	942
Number of directors	43424	35624	3082	297	3862	559
Number of P.G. class students	6739	6615	38		86	
Number of directors	563	563				

The length of university education usually lasts for 4 years, with a few exceptions which last for 5 years. During the 4 years of study, students shall devote 4–6 months to social practices so as to strengthen their ties with the society and enhance their job adaptability. Table 6, Charts 3 and 4 illustrate the number and type of full-time university students of China in 1987.

Table 6. A statistics of the number of full-time university students of China in 1987. unit:people

	sum	ordinary higher education institutions					adult higher education institutions
		total	national objective	training on commission	students of self expences	teacher training	
number of full-time students	1,489,848	1,277,805	1,195,104	74,656	2,806	5,2393	212,043

c) College Education

College education is a relatively independent stratum in the higher education system, aiming at the cultivation of all kinds of advanced and specialized personnel in applied sciences. The length of college education is 2–3 years with a total class hours of 1,400–1,800 hours, largely devoted to practical training. The attendant will be considered as a graduate from college education and awarded with a diploma of college

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Chart 3 Percentage of Students of Normal Courses by Type of Schools (1987)

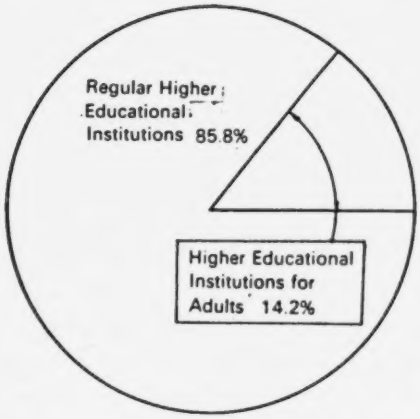
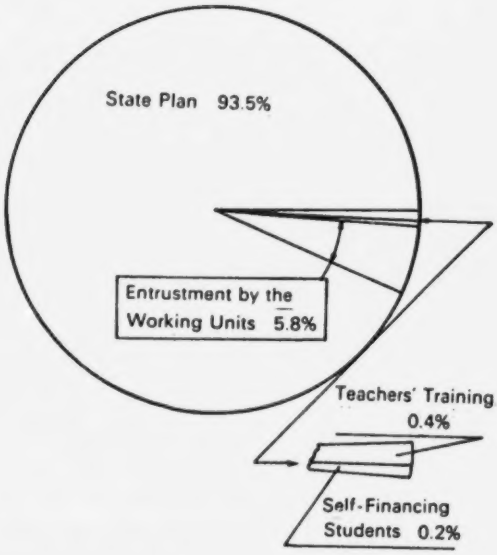


Chart 4 Distribution of Students of Normal Courses in Regular Higher Educational Institutions by Type of Enrollment (1987)



graduation on the condition that he (or she) has completed all the courses required by the education plan, and passed examinations or gained enough study credits. The development of college education, and especially higher technical and vocational college education that focuses on vocational or technical training, is highly concerned by the state. The number and the constituent of college students of China in 1987 is illustrated in the Table 7, Charts 5 and 6.

Table 7. A statistics of the number of full-time collge students of China in 1987. unit: people

	sum	ordinary higher education institutions						adult higher education institutions
		total	national objective	training on commission	students of self expences	cardre training	teacher training	
number of full-time collge students	2,324,614	680,920	523,952	74,974	13,323	58,863	9,808	1,643,694

Diploma education is a standard education and the attendants are required to pass strict examinations at different levels before they are enrolled into different types of education institutions. Only a few high talented graduates can enter a higher level of diploma education without taking any entrance examinations.

In recent years, the proportion between the different levels of diploma education in China has been reorganized to some extent, as can be seen from Table 8 and Chart 7.

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Chart 5 Percentage of Students of Short-Cycle Courses by Type of Schools (1987)

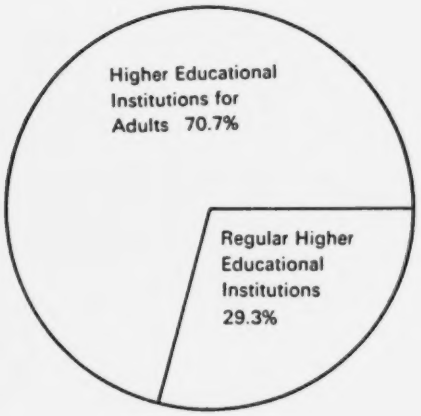

Chart 6 Distribution of Students of Short-Cycle Courses in Regular Higher Educational Institutions by Type of Enrollment (1987)

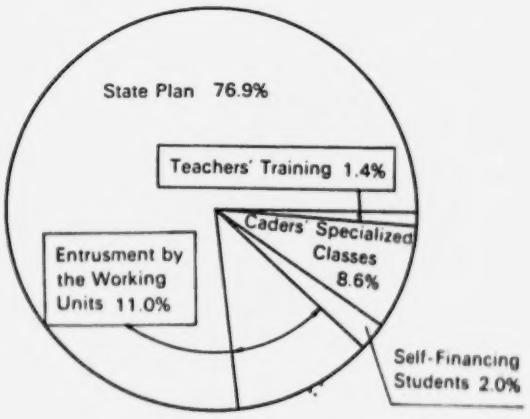

Table 8. Number of society possessed graduated post–graduates university and college students in 1983 and 1987.

	At the End of 1983		At the end of 1987	
	number (ten thousands)	proportion	number (ten thousands)	proportion
P.G	3.9	0.018	10.0	0.03
university student	215.7	1	332.3	1
college student	181.0	0.84	391.6	1.18

2) Certificate Education for Single Course at Higher EducationSchooling

The objective of certificate education is to meet the needs of those who have received senior secondary education and who desire knowledge of a specific discipline at university diploma level. Attendants are mainly employees from enterprises and institutions and they are enrolled without taking any examinations. Once the participant completes a course and passes the examination, he will be awarded with a certificate of a specific subject. This form of education can satisfy the participants' personal desire to further cultivate themselves and also meet with the demand of their work.

3) Higher education examinations for self–study students

With a view to encouraging people to become qualifiedpersonnel through self studies, China has set up a examination system for self–study students, which is formed by the following three parts: self–study, social assistanceand national examinations. There is no limit on the sex, age, nationality, profession and academic background of the participants. The participants will be awarded with a certificate of graduate on the condition

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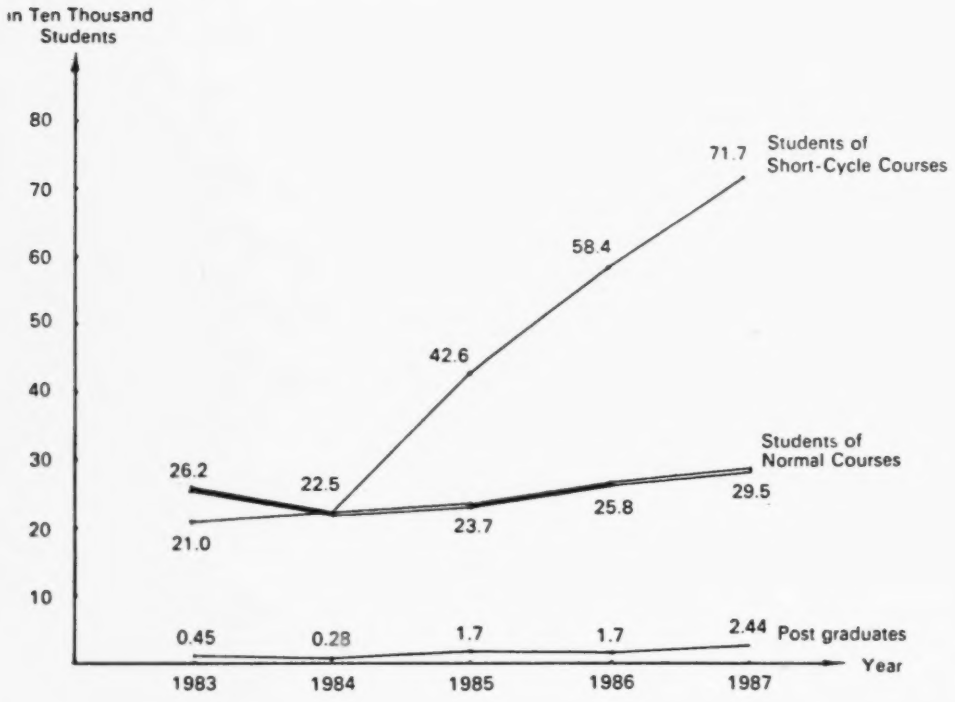
Chart 7 the Number of Graduated Students of the Post-Secondary Education (1983-1987)



that they have passed all the examinations on the courses required by the specialty examination plan and achieved qualified results. The examinations included are given on several levels such as single subject level, college level and university level. The participants can decide for themselves on which subject they should take the examination and it is advocated that in-service personnel take the examinations according to what they need to learn in their work. This is a flexible, convenient and open-end form of education. The subject matter of higher education examinations for self-study students is determined according to the needs of economic construction and social development, the special needs of self study students and the conditions required of in delivering such examinations. At present, examinations of this kind given include 76 college or university subjects, such as liberal arts, science, engineering, agriculture, medical science, finance, politics and law, education, physiology and etc.

The state encourages enterprises and institutions and other communities to assist self-study students in various forms, such as supplementary classes, supplementary lectures through Broadcasting and TV, self-study corner and self cultivation university etc.

In order to strengthen the leadership over higher education examination for self-study students, the state has set up a National Directory Committee of Higher Education Examination for Self-Study Students, which, under the leadership of the State Education Commission, determines the policies and the standard of the examinations for self-study students, directs and coordinates the work of the local governments in their examinations on self-study students.

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Once an in–service participant obtains the certificate of graduation, the unit to which the participant belongs shall reassign the participant's work so that what the participant has learned can be put into use. In case of an unemployed participant, employment priorities will be given to the participant by the Labour and Personnel Department with a payment not lower than that of a graduate from general higher education institutions of the same level.

The expenditures used in the higher education examinations for self–study students are paid from the education budget of the local governments or related responsible units. Application fees of the participants will be used in the organization of the examinations.

From 1981 to 1987, the institutions of higher education examinations for self–study students are widely established in 29 provinces, municipalities andautonomous regions over the country, and over the six years, 7,400,000 peoplehave participated in the examinations, 220,000 people have obtained university or college graduation certificates and 2,000,000 people have obtainedqualification certification in more than one subjects.

2. Non–Degree and Non–Diploma Education

1) In–service Training

In–service training is a kind of education which aims at the improvement of the employees' working capacity. In–service training provides all kinds of training programmes which will meet the participants' needs to reach the standards required by their post, to obtain a post, to change a post, to attain the necessary qualifications for a promotion or to satisfy the demand of a certain work.

The State Council and the responsible departments of the local governments will each set up the general standard norms of service or the guiding principles for the establishment of such norms for a certain institution. These norms usually include a) political ideology and profession morality; b) academic record; c)specialty d) practical skills; e) working experience, f) healthy condition etc.

The target participants of in–service training are mainly employees, and especially the leading cadres, key personnel of production and technology, and personnel at key posts. Participants of in–service training will be awarded with work–qualification certificates on the condition that the participants have passed the examinations required. The participants can even obtain a certain new post if they can pass certain examinations.

The organizers of in–service training can be general higher education institutions, adult higher education institutions and other kinds of training centers.

Here below is a brief introduction to the post–secondary in–service training of enterprises and institutions.

a) The training of leading cadres of large or medium–sizedenterprises

Aiming at the improvement of the political quality and vocational quality of the cadres, the training of the cadres of large or medium–sized enterprises focuses on the following subject matters: political theory, modern management, the science of leadership, law and regulation of economy and foreign trade.

The participants in–service training of senior economic management personnel include the chief engineer, the chief economist and the chief accountant (abbreviated as the "3 chiefs") of large or medium sized enterprises who hold an education record at the col-

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lege level or above. According to the necessary knowledge structure required by the "chiefs" in their work, compulsory courses and seminars on special issues are given, with the focus on the cultivation of the "chiefs" ability to apply theories to the practical problems of the enterprise. The training adopts a heuristic and analytic approach in which teaching is combined with self study, discussions, and case studies. The training will take more than 400 class hours to complete.

Having completed all the courses, the participants will choose topics related to their enterprises and write their graduation thesis. Once the participant has completed all the subjects required by the training plan and passed the course examinations, he will be awarded by the training institution with a work qualification certificate for the "3 chiefs" which can serve as an important qualification for his future employment or promotion.

In-service training for the "3 chiefs" is directed by the National Directory Committee for the Training and Assessing of Economic Management Leaders and organized by the National Directory Committee for the Training of Leading Cadres from Large- and Medium-Sized Enterprises. Training tasks are carried out by appointed general higher education institutions, economic management cadres colleges and other institutions. A certain amount of training fees shall be submitted to the training institutions by the enterprises to which the participants belong.

b) The training of advanced technical workers and the assessment of technicians

The aim of advanced technical workers training is to cultivate high-level technical workers who hold senior secondary education record or above and who have the technical theories and operation abilities of a profession at the sixth level or above.

The trainees of the advanced technical workers training programmes are intermediate level technical workers who desire advanced posts, and technical workers who hold advanced technical posts but inadequate in their technical skills.

The content of training is determined according to the technical rank requirements published by the productive(vocational) departments and the actual need by the participants' posts. The training proceeds from the real conditions of production and combines instruction and tutoring with self study and group discussions; in terms of skill training, experienced masters are invited to teach the craft and the trainees practice the skills on their post; usually using production and technical innovation tasks as their exercise items.

The assessment of advanced technical workers is arranged by the technical assessment committee composed by members from the labour departments at all levels and other departments concerned according to the "Provisional Regulations for the Assessment of Workers' Technical Skills" released by the National Labour and Personnel Department. Those who are proved as qualified workers through assessment will be awarded by the assessment committee with technical rank certificate for the advanced technical workers, which is taken as a necessary qualification for a certain post and promotion and is considered as effective throughout the vocational field.

The training of high-level technical workers is carried out by the training centers of large or medium sized enterprises, well-equipped workers' universities, workers' schools and technical workers schools, with invited technical engineers and technicians who are good at technical theories, technical skills and instruction skills as co-instructors.

Among the advanced technical workers there is a rank of technician. Technicians

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are senior technical workers who have vocational technical theories and operational skills meeting with the technical rank requirements of the profession, rich productive experience to handle with the key technical problems in the craft and the ability to teach the craft and train the technical workers.

Technical workers who want to become technicians must ask the unit to which they belong for permission to take part in the assessment conducted by the Worker's Technical Skill Assessment Committee which is sponsored by the Labour and Personnel Departments at various levels. Those who have been proved as qualified by the assessment will be awarded with a technician assessment qualification certificate and will be employed as a technician by the unit to which they belong.

The assessment of technicians usually include theoretical knowledge, practical operation skills and achievement in daily work.

c) The in–service training of ordinary management personnel of enterprises and institutions

The ordinary management personnel referred here include cadres at intermediate levels of large– and –medium–sized enterprises, the leading cadres of small enterprises and cadres at low or intermediate levels of national institutions, such as workshop director or section chief of large– and medium–sized enterprises, the general manager or executive of small enterprises, the taxers, industry and commerce managers, environmental sanitation supervisors, and customs officers of national institutions. The train and assessment of these people will enable them to become qualified in–service personnel with necessary professional knowledge and practical operation skills.

2) Specialized Course Certificate Education

Specialized Course Certificate education is a new kind of diploma education in China. Professional certificate is a kind of credential given to those who have completed a certain course with valid assessment result to attest to their vocational knowledge at college level as required by their post. The certificate is effective within the special field of a vocation and serves only as a qualification reference in the assessment and employment of personnel in vocational, technical management or other posts.

Participants of the Specialized Course Certificate education are selected by the units to which the participants belong according to the actual needs by the vocational duties. Usually, the participant shall meet with the following requirements: the participants shall be engaged in a technical work of the profession or in a management work which requires great technical skills or knowledge; the participant, shall be in–service personnel who lacks of a college education that is really needed by a post in the unit to which the participants belongs; the participants shall hold a qualified secondary school education record; the participants shall have an in–service standing in the profession for at least 5 years and what the participants will be learning shall meet with the need by their posts; the participants are usually over 35 years of age, and the participants are admitted to the programme only when they pass an education level assessment sponsored by related education institutions.

The teaching plan and syllabus of the Specialized Course Certificate education are developed on the basis of the requirement and the actual need of the profession by related teachers, professional technicians and management personnel organized by the responsible departments. The courses shall be given in the light of the characteristics of the

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profession and there shall be 8–10 subjects with no less than 800 class hours devoted to theoretical studies.

Vocational Certificate education is arranged by related departments and conducted by general or adult higher education institutions with the permission from the responsible education departments of the local government.

3) Post–University Education

Post–university education is the main approach through which professional technicians and management personnel obtain in–service post–university training. The participants of post–university education are in–service professional technicians and management personnel, especially young or middle–aged key members, who have an education record at the college level or above or who hold technical positions of the profession at intermediate levels or above. The aim of this kind of education is to further develop the knowledge and ability of the trainees so that their knowledge structure shall be more rationalized, their level still advanced, and their capacity meeting with the demand by their post or duty.S Post–university education is mainly carried out by enterprises, higher education institutions and scientific research institutions; but science and technology associations at various levels and academic societies are also encouraged to advantage of their capacity and play an active role in developing this kink of education. The government encourages all kinds of education institutions and organizations to set up various forms of joint education projects and establish the kind of cooperation in which production research and teaching are all linked together.

The subjects of post university education shall be established in accordance with the different knowledge level and different needs of the different participants from various posts or ranks, with the focus laid either on the related new theories, new techniques or new methodologies in the science and technology development of the world, or on the scientific research topics, technical innovations, new product development and modern management of the unit to which the participants belong. The content of this education shall be relative, practical, scientific and advanced. Post–university education usually takes the form of short–term training and spare–time studies, and the instruction can be flexible with various methods, such as face–to–face instruction, issue discussion on special issues, self–study and TV correspondence etc.

The certificate and academic achievement of the participant will be taken into the professional record of the participant and can serve as a important qualification for the employment and promotion of the participant.

4) Social Cultural Life Education

Social cultural life education aims at the cultivation of public morality, the broadening of knowledge vision, the enrichment of cultural life and the overall development of the social members.

The courses opened in social cultural life education are mainly on subjects such as nutrition and health care, arts, crafts and calligraphy, domestics, common knowledge of law, flower growing, cosmetology, music, physiological and psychological sanitation, and foreign language etc. Responsible institutions include some cultural groups, social groups and other related academies. This kind of education may last for just a few days in the shorter or several months in the longest since there is no restriction on the duration

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of such education activities which are conducted in the spare time of the participant. Nor is there any restriction on the age of the participants, and nor is there any valid certificate awarded. The education funds needed comes largely from social assistance and tuition fees.

Apart from the education activities mentioned above, there is also the senior–secondary school remedial education which is conducted by social forces. The task of this kind of education is to systematically review the knowledge taught at senior secondary schools so that the participants, namely graduates from senior secondary schools, intermediate vocational schools and intermediate technical schools who are already under employment can gain the access to higher education institutions.

II. The Institutions of Post–Secondary Education and Training

1. General Higher Education Institutions

a) Universities, Colleges and Higher Specialized Schools

General Institutions of Higher Education are those institutions in which students, generally high school graduates, take up courses for a degree or acertificate. These institutions include universities, independent colleges, specialized higher schools and short–term vocational universities.

Universities and colleges mainly bring up under graduates, postgraduatesand are engaged in scientific research. Apart from this, they are also oriented to society, e.g. accepting trainees on commission, training personnel engaged in practical work for, and offering scientific and technical services to those remote and rural areas that are still backward. Moreover, they also undertake the task of adult education, e.g. continuing education, correspondence education, night university, special training programme for cadres and education for special certificate, etc. According to statistics in 1987, these are more than 600 correspondence courses and night universities sponsored by higher education institutions. A number of institutions also have graduate schools, colleges of continuing eduction andadult education, e.g. The Continuing Education College of Tsinghua University, The East–China Normal University for Adult Education, etc.

Specialized higher schools mainly bring up personnel engaged in practical work at the college level. At the same time, they are also engagedin adult education and some of the research work in applied science and technology.

The length of schooling of the correspondence courses and night universities run by general higher education institutions is divided betweenuniversity level (5–6 years) and college level. These programmes train senior specialized personnel for the state. Their teaching plan and syllabus are made in the light of the related specialty in full–time higher education institutions, with special attention paid to the characteristics of adult education. These programmes are run according to the characteristics of spare–time study. The correspondence courses generally require students to study by themselves while at the same time offer them chances to come to school for lecture. The programmes also answer student's questions through correspondences and organize group activities for the students. In addition,in order to improve the management of correspondence students and the guidance in their self studies, correspondence course services are set up in various schools.

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In terms of the administration system of the general higher education institutions, there are, in 1987, 36 institutions under the direct leadership of the State Education Commission, 308 institutions run by departments concerned of the State Council, and 719 institutions under the administration of the local government.

General higher education institutions enroll their students through a nationwide standard entrance examination. All the high school graduates or youngsters with same educational level, who are healthy and under the age of 25 can take the examination. A small number of excellent high school students can, upon graduation, enter normal universities or colleges withouttaking an examination. Furthermore, the government clearly stipulates that students with a lower than standard score can be matriculated from among minority nationalities in remote ares. Children of overseas Chinese, compulsory ex–servicemen, children of revolutionary martyrs. Students of correspondence courses and night universities are matriculated through standard entrance examination for adults.

With regards to the student constitution of the general higher educationinstitutions, the majority of the students in full–time schools are young people, with a minority of in–service trainees. Whereas correspondence courses and night universities serve in–service trainees mainly. In 1987, the number of students in correspondence courses and night universities amounted to one third of that in full–time education institutions.

The graduates from general higher education institutions are assigned jobs by the state. The majority of the graduates from the 37 institutions directly attached to the State Education Commission are assigned jobs all over the country. The graduates from institutions run by various commissionsand ministries are mainly assigned jobs in the same trade and those from institutions run by the local government are given jobs generally in the locality. The salary of the graduates are decided by the state. Students from correspondence courses and night universities will return to their own units upon graduation and they will be treated equally as graduates from other higher education institutions for adults.

According to statistics in 1987, there are altogether 595 comprehensive universities and colleges, and 346 specialized higher schools. Their classifications and structures are illustrated in Table 9. Up to 1987, the disciplines taught in general higher education institutions totaled 850 which fall into 11 categories. Please refer to Table 10 for details.

b) Short–term vocational university

Short–term vocational university is a kind of general higher education institution run by the local government. It offers advanced vocational training and has local and vocational characteristics. It is run according to the following principles: the students shall pay for their tuition and take care of their own boarding and lodging. Apart from recommending the best students to employers, the state is not responsible for the job locations of the graduates.

Short–term vocational universities set up their disciplines according tothe characteristics of the local economy and local needs for qualified personnel, paying special attention to the principle that what is taught must be directly related, applicable and adaptable to the local situation. At the moment, altogether 213 disciplines are offered by short–term vocational universities throughout the country. These disciplines fall into 10 categories of management, service, foreign–related service, finance and economics, ap-

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plied humanities, political science and law, education, agriculture and forestry, medicine and technology. In teaching, the student's practical ability of doing things and their vocational ability areemphasized.

Table 9. Classification of general institutions of higher learning in 1987

	Compre-hensive University	Institution of Science and Technology	Agricultural Institution	Forestry Institution	Medical Institution	Teachers Institution	Language and Literature Institution
Number of institution	47	275	60	11	119	260	14
Percentage	4.42	25.87	5.64	1.03	11.20	24.46	1.32
	Finance and Economics Institution	Institution of Political Science and Law	Institution of Physical Education	Institution of Arts	Other institutions		Total
Number of institution	74	25	16	30	132		1063
Percentage	6.96	2.35	1.51	2.82	12.42		100

Table 10. Disciplines of general institutions of higher learning in 1987

	Technology	Agriculture	Forestry	Medicine	Teach-Training	Liberal Arts
Number of disciplines	372	53	16	24	44	69
Percentage	43.76	6.24	1.88	2.82	5.18	8.12
	Sciences	Finance and Economy	Political Science and Law	Physical Education	Arts	Total
Number of disciplines	133	45	12	14	68	850
Percentage	5.65	5.29	1.41	1.65	8	100

Short-term vocational universities recruit students mainly from graduates of general senior secondary schools, with a small number coming infrom secondary vocational and technical schools. The students are matriculated through a standard examination organized by the state. The length of schooling is normally set at 2-3 years of full-time study.

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The funds for short–term vocational universities mainly come from the local government according to the number of students recruited. Part of themalso come from the tuition fees paid by the students, and various other sources of income such as donations, service fees and profits for universityenterprises.

The number of short–term professional universities increased from 13 in 1980 to 122 in 1987, with an enrollment of 77,000 student. Please see Table 11 for details. The emergence and development of short–term professional universities opened up a new form of education in the higher education system in China.

Table 11. Statistics of short–term professional universities in 1987.

Region	No. of schools	No. of students at school	No. of graduates in the past	No. of teachers (full–time)	
				Prof., associate Prof.	Lecturers
North China	16	7364	2148	23	133
North–east China	17	13044	3845	44	287
East China	47	27630	7433	166	725
mid–south	28	19328	5676	211	653
South–west	6	5067	1399	80	247
North–west	8	5098	1737	9	35
total	122	77531	22344	533	2080

2. Higher Education Institutions for Adults

In China, adult higher education institutions undertake the task of offering higher education to anyone already holding a job and having had a high–school education. These institutions are also engaged in offering various kinds of in–service training, continuing education, specialized course certificate education and education in social sciences and humanities. At present, such institutions can be divided into the following categories:

a) Broadcasting and TV universities and China TV Normal College

Broadcasting and TV universities are open institutions of higher education that conduct teaching from a long distance away by means of radio,TV, publications and audiovisual teaching materials. They are teleeducational systems whose teaching is carried out according to a general plan and through several levels of management. Their main task is to offer college education and meanwhile provide educational services for the higher education examination system for self–study students and, vocational and technical education, in–service training, continuing education. At the moment, the major disciplines are language and literature, economics, science and technology, etc. The

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length of schooling is three years and a credit system is practiced. The students can study full–time, part–time and at spare–time.

According to statistics in 1987, there are 39 Broadcasting and TV universities (including CCTV university) throughout the country, 577 local and municipal service stations for Broadcasting and TV universities, and close to 20,000 classes of TV universities. Up to now, educational institutions throughout the country have built 308 TV transmission stations,more than 900 receiving stations and 15,385 video rooms telecommunication messages are sent to every part of the country via international communication satellites. A network of Broadcasting and TV higher education is beginning to take shape.

China TV Normal College is a programme run by the State Education Commission in recent years. It conducts its courses via TV satellite and aims at training primary and middle school teachers in an effort to improve their educational level in special fields. The programme is divided into twolevels–intermediate and advanced–teacher training. the advanced level is a three year programme, which gives college diploma of a special discipline to its graduates. The courses are conducted in more or less the same way as Broadcasting and TV universities. Now the college offers courses in 7 disciplines: foreign language, history, biology, physical education, etc., with a total enrollment of 360,000, of whom 8,000 study in the advanced programme and 280,000 in the intermediate programme.

b) Higher Education Institutions for workers

(i) Worker's Universities

Worker's universities are established and administered by institutions and enterprises for their own employees. At present, there are 832 such universities , among which 598 are run by enterprises and companies, 215 by factories, and 19 by departments directly under the concerned ministries and theState Council. Such kind of schools are set up in 29 provinces, autonomous regions and municipalities directly under the central government (with the exception of Tibet and Taiwan). At present, mainly college courses and a limited number of university courses are offered in these workers' universities, with the total number of 500 specialized courses. Most of themare specialties greatly needed by the factories and enterprises, and 70 percent of the courses are related with engineering. The main method of teaching is vis–a–vis instruction which stresses on the practical abilities of the student.

Students of these workers' universities are mainly workers of the sponsoring agencies of the university. There are several types of schooling,such as the three year programme for full time students; four or five year programme for part–time or spare–time students. Graduates of these universities can obtain college level or university level certificates. Apart from these formed education programmes, the university also undertakesretraining programmes or in–service training programmes for technical personnel of the sponsoring agencies e.g. training courses for engineers, training classes for workers at advanced or intermediate levels, andtraining courses for workers transferred from one job to another.

(ii) Local Workers Spare–Time Universities

Local workers spare–time universities are organized and administered by education

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departments of the local governments or workers union. This type of university was first established in 1950 and has a history of 38 years till the present day. Now there are 83 such universities altogether, and they provide service mainly for the local and especially the middle and small-sized enterprises. A wide variety of courses are offered in these universities, such as engineering, Chinese, history as well as management and administration. By and large, they are comprehensive universities. Students are mainly employees of enterprises, institutions, business agencies and administrative departments in the region, some are from collectively owned enterprises. A small proportion of the students are youngpeople who are looking for a job. The length of schooling is four or five years for the reason that all instructions are conducted at spare time, Graduates of these universities can obtain university or college level certificates upon graduation. In 1983, the National Commission for Degree Education gave the Second Industry University of Shanghai the right to awardbachelor degrees for graduates. It was the first spare-time university that enjoyed this kind of right.

Apart from the major task of formal instruction, the workers' spare-timeuniversities also undertake a large amount of supplementary education, certificate of single courses education, social and cultural life education and college-level certificate education. The number of participants of the above-mentioned studies has surpassed that of the formal education.

(iii) Management Personnel Colleges

This type of colleges are equivalent to the higher education institutions for adults and are administered by the State Council and the local governments. In accordance with the nature of work in administering departments, the majority of the colleges are economy, trade and finance, petroleum, transportation commerce, textile and agriculture colleges. The objective is mainly to train management personnel who have practical experiences to a certain extent. The length of schooling is two orthree years with full-time teaching. Graduates of these colleges can obtain a college-level certificate. Economv management and administration, industrymanagement and administration, accounts, trade, finance as well as documentation and secretary training are the main courses of these colleges.

In recent years, there is a rapid development of this type of colleges. From 1983 to 1987, the number of colleges of the kind increases to 168 and the number of professional teaching staff grows from 801 to 13,622. Besides,these colleges also undertake cadre training, advanced learning programmes as well as continuing education for cadres of the sponsoring departments. They have become important basis for cadre training in China.

(iv) Education Institutes

Education institutes are run by the local government and administered by the related education sections. It is a kind of higher education institution for adults and are mainly responsible for training in-service teachers and education administrative personnel. Teachers and education administrative personnel who have had the qualification of senior secondary education can obtain college-level certificates after two years of full-timestudy or three to three and half years of leisure study at the institute. Those teachers who have obtained college-level certificates and passed college-level entrance

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examination can obtain university level certificates after two years of full–time study. Education institutes are also institutions that provide training opportunities and advanced study programmes for primary and secondary school teachers. In addition, they provide knowledge renewing education and continuing education for those teachers who have already finished their university studies. The institutes all have their own research groups whose task is to study education theories, collect and summarize teaching experiences and compile teaching materials, and etc.

(v) Higher Education Institutions for Farmers

They are college–level institutions for farmers run by the local governments. The length of schooling is two or three years in full–time instruction. At present, this type of college is still at the stage of experimentation. According to statistics in 1987, there were only 5 such institutions with altogether 1,104 students. The institutions offer service mainly to adult technical personnel in agriculture, young farmers and workers in the field of forest industry who have finished senior secondary education and who have a certain extent of practical experiences. The objective of the institutions is to bring up key technical personnel and administrative cadres who have college–level qualifications. At the same time, they also undertake various education / training programmes and conduct activities to develop and universalize technical and scientific knowledge inagriculture in order to meet the demands of agriculture, forest industry, animal husbandry, sidelines and fishing industry.

At present, higher education institutions for farmers offer a variety ofspecialized courses such as agriculture science, fruit growing and forest, animal husbandry and veterinary medicine, vegetable plantation, aquatic products industry, and etc. The teaching materials are prepared and developed in accordance with the instructive national teaching plan and curriculum. In addition, qualified professional teachers are sent to teach in these institutions and a certain number of facilities for experiments areprovided to them. At the same time, basis for production and practice are also established.

(vi) Independent Correspondence College

It is a kind of long–distance higher education institution for adults which is organized and administered by the ministries concerned under the State Council and the local government agencies responsible for education. The purpose of this kind of college is to train college–level technical personnel. The length of schooling is three or four years in general. The methods and forms of teaching are similar to that of the correspondence education programmes launched by the general higher education institutions.

3. Other Training Institutions

(a) Training Centers

The present training centers in China are organized and administered by the related ministries under the State Council, local governments, responsible agencies for training as well as a number of enterprises of large and medium sizes. The aim of these training centers is to help workersrenew their knowledge with in–service training. In terms of structure, thereare three types: (a) independent training center; (b) training centers established in collaboration with general higher education institutions or adult higher education institutions; and (c) training centers established incooperation with education insti-

tutions abroad. At present, there are training centers for management personnel in economy, for work and employment, and for ex–servicemen, etc.

Take the training centers for the management personnel of economy as anexample. This type of centers is an institution for the training of management personnel of economy established with the approval of administrative departments concerned. The basic task is to offer in–service training programmes on modern management to intermediate or high level management personnel of economy, management personnel of enterprises and etc. Meanwhile, these centers also conduct scientific researches, provide consultative services, introduce and assimilate modern and advanced management experiences from foreign countries.

(b) Further Education Institutions

The various further education institutions in China at the present are mainly organized by social communities and partly by concerned departments, with the purpose of providing continuing education for a wide range of technical personnel and cadres. Most of the institutions are further education institutions for technical personnel sponsored by the Science and Technology Associations in the local regions. This type of institutions was first found in China in the early 1960s. It provides further education totechnical personnel in the local regions. According to the statistics of 1987, there were altogether 94 such institutions with 1,756 further education or training courses, 250,000 graduates among whom, most were technical and management personnel in science and technology.

The main courses of the institutions are foreign languages, management in science and technology, computer, systematic engineering, environment, new technology and its application etc.

Instructions are mainly conducted by co–teachers. The expenditure needed comes partly from Science and Technology Associations, factories and enterprises. The rest is collected from tuition fees. In this way, the regular expenditure can be ensured.

Besides a number of specialized secondary schools, technical schools also undertake some post–secondary education programmes committed by employers. A variety of technical and vocational courses are organized for senior secondary graduates with the purpose of bring up technical workers with advanced technology, technical personnel and managment personnel with senior secondary education records.

Part Three
The Characteristics, Functions and Problems of Post–Secondary Education in China

I. The Characteristics of Post–Secondary Education

In the last ten years, post–secondary education has played an active part in the reform of the whole education system in China. In order to match with the socio–economic development and the changes of industrial structures, the post–secondary education has undergone great changes with the following noticeable characteristics.

1. Adaptability to Socio–Economic Development

The primary characteristic of post–secondary education is to develop itself in accordance with the socio–economic development. Both formal higher education and non–formal higher education for adults are seeking to establish corresponding systems which are suited to the structures of socio–economic development. Some higher education institutions have conducted a series of reforms such as adjusting both enrolment and job assignment systems, rearranging specialized courses, revising teaching plan, launching further innovations on teaching and developing the horizontal relations among higher institutions, industrial sections and research institutes. All these measures taken are not only for socio–economic development but also for the all–round development of learners themselves. Post–secondary education in China tends to stress on vocational training at different levels, on high technical and vocational education and training programmes. The sole purpose of post–secondary education is to provide effective service for the socio–economic development of different regions as well as related departments and enterprises. In the mean time, necessary education and training programmes are organized to meet the demands of those regions, departments and enterprises. It is on the base of the above mentioned rationals that the technical and vocational schools and in–service training institutions are established and developed.

2. The Involvement of all Social Forces in Running School

Post–secondary education has begun to break away with the traditional idea that education is always being the state responsibility. Now a sponsored system to education by all social forces is being developed and the government is only responsible for the planning issues. This tendency is fully showed in programmes of post–secondary education below university level. There are state launched education programmes and locality–department–organized ones; at the same time, there are enterprise–administed education programmes as well as recent developed community ones. In recent years, education programmes launched by individual or private institutions can be also found in China.

Despite involvement of all social forces in education, industrial sections and enterprises are also involved in and either take an active part in school administration and teaching, or establish coalition bodies with schools so as to strengthen direct contact with

those schools, or adopt a strategy of commit schools to train acquired personnel for them. That is to sign a contract with a school, in which the detailed purpose, teaching content and methods of training are set. Accompanying with more participation of all social forces in education, resources for the development of post–secondary education are increasing. Meanwhile, the state responsibility for all expenditure on general higher education has weakened. The role of monitoring, consulting and evaluating programmes of post–secondary education by the whole society is strengthened and developed.

3. The Diversification Tendency of Education Types and Structures

Post–secondary education in China has either degree or diploma courses or non–degree / diploma ones in terms of education types; or general higher education institutions and various higher education institutes for adults as well as other forms of training institutions in institutional terms. In other word, China has established, as a first step, a fairly complete system of post–secondary education charactered with multiple levels, types and forms, and a variety of courses.

4. Provision of Education and Training Opportunity for More People

Post–secondary education provides learning and training opportunities for graduating students, workers, farmers, and cadres in that:

— it has diversified forms of education and training and a variety of education institutions, and at the same time, it has the capacity of conducting large–scale education and training programmes;

— it has multiple teaching forms, such as full–time, part–time, spare–time and long–distance learning programmes;

— it adopts a preferential strategy of low tuition fees, study with salary paid by the former employer and scholarships;

— it carries out a policy of taking a top priority for the enrolment of candidates from remote and mountainous areas, economically under–developed areas and from the hardest vocational fields; candidates of minority nationalities; overseas candidates and candidates from Taiwan;

— it has a flexible system of teaching, credit calculating and recognition of study results among universities or colleges.

In addition, Post–secondary education in China, during the period of reform and development, also concentrates on the improvement of quality and morality of the whole nation and on spiritual civilization. Therefore, the subject of vocational merits or morality is compulsory to all students in higher technical and vocational colleges and various training institutions. By and large, changes of post–secondary education in China in the course of reform are noticeable. And, the system of post–secondary education in China was and still is in the state of change and reform in last ten years and present.

II. The Functions of Post–Secondary Education

In historical terms, post–secondary education in China is mainly oriented to traditional formal higher education, which undoubtedly, made its own contribution to the development of economy, the advancement of science and technology, the improvement of precious cultural tradition of the nation and social morality, provision of a large

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number of high level qualified personnel as well. With the development of diversified forms of post–secondary education in China, new functions and roles are formulated.

(1) Post–secondary education expands the types in the cultivation of qualified personnel, and improves the irrational state in the structure of qualified personnel.

In China, the structure of personnel organization is in great disparity, e.g. personnel for technology development, art design, technology extension, and management and administration are badly needed. In the meantime, high qualified workers in good command of advanced technology and skill and farmers with scientific knowledge are not available as well. In accompany with the development of specialized higher education, the structure of formal education at different levels are rationalized. That also, in turn, improves the structure of personnel organization at different levels. Besides, various types of non–formal post–secondary education and training programmes are developed and launched. This latter type of education focuses on training high and medium level personnel engaged in practical work. At the same time, the development of this kind of non–formal post–secondary education and training also helps adjust structures of other types of personnel organization. Furthermore, there is rapid development of in–service post–secondary education and training programmes in various forms, and candidates are not only young graduating students but also employees. This largely expands the types in the cultivation of qualified personnel.

(2) Post–secondary education has provided a large number of qualified personnel at advanced or intermediate levels in a short period of time and released the tension created by the lack of qualified personnel at a certain stage.

Since 1979, a large number of specialized personnel have been urgently needed because of the all–round reforms and a large–scale economic construction being launched in China. At the same time of speeding up the development of general higher education, education programmes for adults such as various forms of short–term training courses, are developed and organized. In a short period of time, the number of 593 technical personnel in per 10 thousand workers of state–own enterprises in 1978 increased to 921 in 1987. This greatly released the tension of the lack of qualified personnel at the time.

(3) In broadening the scope of education, post–secondary education releases the pressure on senior secondary school graduates who wish to enter higher education institutions

In late 1970s, formal post–secondary education was developed in a rather narrow scale, e.g. there were only several percent of graduates from secondary education had the opportunity to go on their study in higher education institutions. However, there were several hundred and thousand senior secondary school graduates during ten years Cultural Revolution, the entrance to higher education was highly competitive. Up to 1987, the general scale of formal post–secondary education was about six times larger than that of the 1978. This, to some extent, has reduced the competition to the higher education among senior secondary education graduates and also helps cultivating these graduates' intelligence.

(4) Post–secondary education breaks the traditional education system.

The traditional system of education in China represented the kind of static system whose instruction were delinked with outside world. It was a system that deliberately divided the whole life of human being into two phases—the first phase was to learn and the second was to work. So it only stressed on pre–service full–time formal schooling and ignored in–service and non–formal schooling. The other weakness was that it

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delinked with the society and resulted in the antithesis between education and work. The development of diversified post–secondary education not only helps solving the problem of separating life–long education from work, but also helps linking up education and society. It is thus obvious that the new system is a break through of the old traditional system and has laid a solid foundation for the establishment of a new integrated system of education.

III. The Main Problems of Post–Secondary Education at Present

In last ten years, post–secondary education in China obtained satisfactory achievements. Meanwhile, all–round education reforms have been launched and attained a rather great progress. All these achievements have laid a solid base for the further development and reform in education in the future. Nevertheless, post–secondary education in China, under the circumstances of both changes home and abroad, still cannot meet the needs of the development of socialist commodity economy and construction of socialist democracy. Furthermore, it is still not suitable to the rapid development of science and technology in the world. The main problems are as follows:

(1) The old traditional ideas of education are, to some extent, still deeply rooted in the minds of people. Historically, the old traditional ideas of education, which passed, deepened and extended generation by generation, have formulated a strong force of resist to change. This also represents a kind of nations's culture. In the course of a decade reforms, although these traditional ideas are to a certain extent influenced by the changes, they still cannot be thoroughly divorced from people's minds. The new educational idea of an integral development on the line of "Education–Economy–Society" has not been fully established in people's minds. The idea of looking down upon technical and vocational as well as adult education is still broadly spread in the society. This exhibits a misleading trend of blindly seeking high qualification of education.

As far as the term of "Post–Secondary Education" concerned, a relatively large number of people do not familiar with this concept, and also, have no idea about the social, economic, educational and cultural backgrounds of its generation. It, of course, greatly impedes and hinders the development and reform of post–secondary education.

(2) Various forms and types of non–formal post–secondary education have not been broadly recognized and brought into line with the whole educational system; post–secondary education needs to further establish itself as a integrated system.

From external point of view, the problem of post–secondary education falling short to the developmental demands of economy and society has not been fully solved. There is still a long way to go for China to establish a joint body to carry out all–round development along the line of "Education–Economy–Society". And, from the internal point of view, there are rather serious problems of information exchange and coordination between various kinds of post–secondary education institutions that only focus on establishing systems on their own.

(3) The operational system of post–secondary education has not introduced into itself the competition mechanics, and post–secondary education still has a long way to go before it establishes itself as a new system of post–secondary education with a great drive and capacity.

(4) The policies, regulations and laws of post–secondary education are far from being completed, post–secondary education needs to be developed in coordination with the

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reforms in the labour and personnel and salary systems.

(5) The criteria and course structures for the training of qualified personnel in post-secondary education cannot match with the changes in science and technology and reforms in economic structure to some extent: the content and methods used cannot suit completely the psychological characteristics of the participants.

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Part Four
The Tendencies of Post–Secondary Education in China

As everybody knows, education is a future oriented course. In the next 12 years, the world will be living in an era of global competitions and challenges of new technological revolution. Under the great impact of the new technological revolution, great changes will take place in the production and life style of the human society. China, on the other hand, is being at a critical moment of reform in its economic and political systems and is going to establish a socialist commodity economic system and an atmosphere of socialist democracy. Against this background of change, China has proposed its general objective of education, that is, by the end of this century, China will have established a socialist educational system with China's own characteristics that best meet with the development in socialist commodity economy and socialist democracy, the challenge posed by the new technological revolution throughout the world and the socio–economic, scientific and technological developments of the China in the coming 21st century.

I. The diversification tendency in training objective enables post–secondary education to train a certain number of academic personnel and a large number of practical personnel at the same time

(1) The training objectives of the university and post–graduate education tend to be the purpose training of "academic personnel", "basic science personnel and a large number of "practical personnel at the same time. The modern science and technology is highly developed, highly specialized and highly coaliated. It has made an all–round extension to all areas of social life and has a tendency of unification. As a result, the development of national economy is also highly integrated and multi–structured. It is believed, therefore, that "academic personnel" of the modern society should be people who have a strong sense of social responsibility, a solid foundation in academic studies and greater adoptabilities. This is not only because these people can satisfy the need for qualified personnel in the development of basic science and high technology, but also because they can meet with the requirements on people by the future society. Besides, they also personify the desire of people to free themselves from the limitations of work division and to carry out all–round development. This kind of academic personnel have systematic knowledge and the ability to transfer from one discipline to the other.

In order to realize the above–mentioned objective, the educational structure of post–secondary education is intended to be rationalized as follows: (i) in terms of specialized courses, they shall be broadened in content and reduced in types so as to increase their adaptability; (ii) in terms of the curriculum, the specialty should be combined with other general courses and a curriculum of "one major and several sub–courses" should be formulated; (iii) in terms of teaching principle, knowledge conveyance should be combined with capability cultivation. The latter should be taken as a rule of thumb in helping learners transfer knowledge into abilities which include the self–study ability, re-

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search ability, creativity and etc. Besides, efforts should also be made to innovate the teaching methods.

(2) The training objective of post–secondary education below university level tends to be the training of "practical personnel". Education should serve for the development of productivity. At present, the main trend of expanding reproduction and productivity in developed countries is to expand their reproduction through fully exploring their productive potentials rather than enlarging their production scope. In China, the best way out for expanding reproduction is to tap the latent power of production for lack of solid material foundations and funds. So the improvement in the productive efficiency and management of enterprises is a great necessity. Practice proves that the improvement in both efficiency and management is directly related with the quality of workers and managers, and is decided by their level of education or training.

The main task of post–secondary education is to improve the quality of workers and managers and to provide a better service for the development of productive forces. Since a large proportion of in–service education for adults in post–secondary education is below the university level, the education is mainly charactered with specialty and productivity and concentrates on training personnel engaged in both theoretical and practical work in order to make a direct contribution to the improvement of the quality of productive forces. However, in order to realize this objective, apart from the development of two to three years basic college education, technical and vocational education at different levels and in various types should be taken as a main focus of the development in post–secondary education below university level. Specialized courses should geared to the changes of social and industrial structures as well as vocational structures. In addition, curriculum should be oriented to applied or practical needs. That is to take a specialty as a basic or central point, on which emphasis is made and the applicability is also stressed. At the same time, the specialized courses can be extended accordingly.

However, the core of different level and various types of post–secondary education is to improve the quality of education. In the mean time they also focus on defusing knowledge and kills, on moral merits of the learners with the purpose of strengthening their sense of responsibility for the society.

II. A socialization tendency enables enterprises, communities and the government to be involved in education

China is a developing country with a low level or quality of productivity and a lower national gross value per head in the world. At the same time, China is a large country and has a large population. As a result, it became the number one country in the world who possesses the largest proportion period of time for candidates of the post–secondary education. However, the average of receiving education for the whole nation is no more than 5 years. In recent years, the public ownership together with other types of economic ownerships or elements have been formed as the major economic system of ownership in china. Due to the above–mentioned reasons, enterprises and communities are encouraged to participate in education programmes together with the governmental sections, and a coalition system constituted by governmental sections as main body and other fields of society as assistants is going to be established. This systems will be suitable to the changes of the structure of ownership and cater to the needs of education by various communities.

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The tentative plans are as follows: (i) higher technical and vocational education in urban areas should mainly organized or sponsored by industrial sections, enterprises with the exception of a number of key–point education institutions administered by the government; (ii) technical and vocational training centers in rural areas should, insisting on planning as a whole by the central government, raise funds through a number of social channels by themselves; (iii) General higher educations is largely organized and administered by both state and local governments. In the mean time, the state should take the strategy of further encouraging various social communities and individuals such as retired intellectuals, rich specialized scientists and technical personnel to involve in education programmes. Accordingly, necessary laws and regulations should be formulated and social examination institutions should be established so as to ensure quality of education.

III. Tendency of merging educational system as an integral whole and a better linkages among the systems of post–secondary education

The focal point of a complete education system is to seek better integration and linkages in both horizontal and vertical terms. Therefore, a whole system of post–secondary education should operate in the same way. In China, the post–secondary education is charactered with multi–level and multi–type as above mentioned, but there is still a problem of each doing things in its own ways, non–recognition each other and lack of linkage. To solve this problem, the only way is to improve the overall efficiency of school administration and establish a complete system of post–secondary education. In coming years, it is necessary to establish better linkages between pre–secondary education, secondary education and post–secondary education. At the same time, the kind of linkages and infiltration among various types of post–secondary education should also be taken as the main concern.It is considered that, in different regions or in the same region, credit of a student can be recognized among higher education institutions at the same level through contracts set by both sides or several parties. Hence, students in the same specialized course at the same level are allowed to transfer and students in the same course but at different level are also allowed to do so. In the meantime, "transferring Course" is intended to be introduced and the instructions of literacy and theoretical knowledge are strengthened with the purpose of linking up higher technical and vocational education and general higher education. Besides, it is planned to set up a better linkages among various types of open university education through means of broadcasting, television, correspondence and self–study, etc and to search for a more effective and integrated form of open university education.

IV. A tendency of establishing of a complete set of educational policies, regulations and laws in order to strengthen the internal relations between education and social–economic development

The operation and development of post–secondary education relies on the improvement of the internal relations between education and socio–economic development. Therefore, the integrated idea of education along the line of "Education–Economy–Society", which is taken as leading idea of conductance further educational reforms, should be deeply rooted in people's minds.

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(1) A close linkage between educated personnel and labour market is also emphasized on. Because all types of higher education institutions are taken as "special factories" for personnel training, this kind of "special production" should gear to the needs of " market of educated personnel". Therefore, it is considered that through adjustments made by the labour market, the higher education institutions can be more closely oriented to the society by adjusting their orientations of conducting education programmes, their curricula and training criteria, and reforming teaching contents and methods. Once at a proper time in better conditions, higher education institutions can determine the number of enrolment and the proportion in accordance with the demands of the society, and the state assignment system for graduates by the government will be abolished. In the meantime, a system of employment by competition, with which both graduates and employers have rights to select each other, should be established. Non-formal, vocational training should also take the same approach as afore mentioned.

(2) Completion of evaluation and examination system of education. A qualification examination system before employment which is paralleled to certification system of formal education is intended to be established. Therefore, the qualification certificate system will exist and function together with the formal certification system, and each will gear to their own labour and personnel and salary systems. It is in this way that the problem of only seeking to go to study in higher academic institutions and searching for certificates as well as the problem of titles of technical and vocational posts controlling education, can be solved. Owing to this, the government will establish corresponding administrative institutions for qualification examination and certificate awarding. In addition, accompanying with the completion of these systems, different types of qualification examinations for applying a particular post and a system of qualification certificate will also come into practice.

(3) The implementation of the system of first training and then employment. That is to integrate training, examination and utility into a whole. And those who have not received training will not be employed.

(4) All laws and regulations concerned to post-secondary education should be written and completed in the shortest possible time while those basic educational laws are being formulated. In general, for the purpose of establishing and strengthening the internal relations between post-secondary education and socio-economic development, it is necessary to constitute a complete set of laws, policies and regulations in terms of education finance, education administration, personnel administration.

V. A tendency of regionalization of education models and organization of post-secondary education with regional features

Since the development of production is a materialized base of educational development, the cultivation of production forces is one of the final determinants of the development of education. The development of post-secondary education in different regions cannot be acliveved without considering the overall development of a particular region, and will no doubt be constrained by the development of productivity. At the same time, the development of regional post-secondary education should provide direct and effective service for socio-economic development in the region. However, the economic development in China is in a great disparity in the form of a ladder which is represented by

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the highly developed economy in the east part of China and underdeveloped in the west. The regional disparity of economic development attributes to the regional imbalance of post–secondary education in China. In other words, there is a rather big difference among regions in the east, center and west of China in terms of sizes, courses introduced, levels and forms of post–secondary education. In the central part, especially in the western areas, the development of post–secondary education mainly focuses on lower level instruction in a rather smaller scale comparing with that of eastern areas, and the forms of post–secondary education are also differed from that of east.

In addition, the central point of the industrial structure in China by the end of this century will still concentrate on the role of the eastern coastal regions which have a better developed economy. At the same time, the development of central and western regions will be speeded up in order to constitute a rationalized regional division of production and a structure of economy. Accordingly China will continue to consolidate and develop the experimental economic form that is gradually open to the world along the line of "specific economic zones–coastal cities open to foreign countries–coastal economic developing areas–inlands". Therefore, those specific economic zones, cities and regions open to foreign countries are demanded to focus on the development of economy open to outside world. The regional differences of the economic structure in China determine the regional differences of the specialized course structure in post–secondary education, e.g. in specific economic zones, open coastal cities and regions, specialized courses and curriculum should be introduced or designed in accordance with the demands of developing economy open to outside world. It is evident that there are rather big differences among different regions.

That is why all education models of post–secondary education tend to become regionalized and fully illustrate the regional particularities in view of the specific circumstances of the particular region and that of China in particular. The principle of making plan according to different regions should be taken into account in conducting educational planning as a whole.

VI. A tendency of establishment of education networks in both urban and rural areas and extension of post–secondary education to large rural areas

As everybody knows, China has a population of more than one billion, in which about 800,000,000 in rural areas. Most of them are still living on hand tools and manual operations. At present, China is at the stage of transferring from an agrarian country based on hand work with the majority of the population engaged in farming to a modern industrial country who has a population of non–farmers as a majority; and it is also at the stage of transferring from a large proportion of natural economy or semi–natural economy into a highly developed commodity economy. The fact is that the rural issue is still an important key to China's construction and reforms. In order to free from poverty and backwardness in rural areas, the best way out is to rely on themselves to " make blood" that is to keep fit and strengthen their own " organs of making blood" –rather than "receive blood" from others. Meanwhile, great efforts must be made to develop education in rural areas.

At the same time, the number of graduates from senior secondary schools in rural areas (including counties and towns) occupies the majority of the number of graduates in total, among which, only a small proportion has the opportunity to go on to study in

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formal higher education institutions such as universities, colleges and specialized schools. According to the census of 1987. in 1988 China will have approximately 2,550,000 graduates, among these graduates, about 1,770,000 from rural areas (including counties and towns), which occupies 69.5 per cent of the number in total. In addition , a sample survey conducted in Hebei province of rural graduates in recent three years of the province shows that the percentage of graduates who failed to enter higher education institutions of any kind is 74 of the sample in total.It is understood that making full use of local resources and materials to develop rural post–secondary education not only helps strengthen their own "organ of making blood" in rural areas and have affects on the overall social construction and development but also helps develop manpower of rural graduates who are eager to learn.

However, rural post–secondary education should focus on technical and vocational education. That is to combine education with production and distribution of technical skills for the purpose of speeding up the rural economic development and prosperity. To realize this objective, a post–secondary education network of urban and rural areas should be established on the base of cities in large and medium sizes. In the mean time, the enrolment system of higher education institutions should be further reformed, e.g. expanding proportion of enrolment of rural graduates, increasing the number of contract students. In addition, the open university education system such as broadcasting and television education, correspondence education, examination for self–study students should expand to the rural areas. By the of this century, most of villages will have established focal points for transferring China's Education TV programme and for instruction. At the same time, enterprises at counties and towns are allowed to commit different kinds of higher education institutions to organize various types of non–formal courses of post–secondary education. Apart from the above–mentioned steps, it is possible to mobilize all scientists and technical personnel working in rural areas to conduct various short–term specialized courses at post–secondary level in the established rural vocational schools, literacy and technical skill training centers and general technical schools for farmers.

In summary, in future 12 years, China will establish, on the present base, a flexible, coordinated and diversified system of integration in post–secondary education with China's own characteristics.

GUIDELINES

Project Plan
4/88

A WORLD PERSPECTIVE: AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.